THE ARGENTIAN

1932

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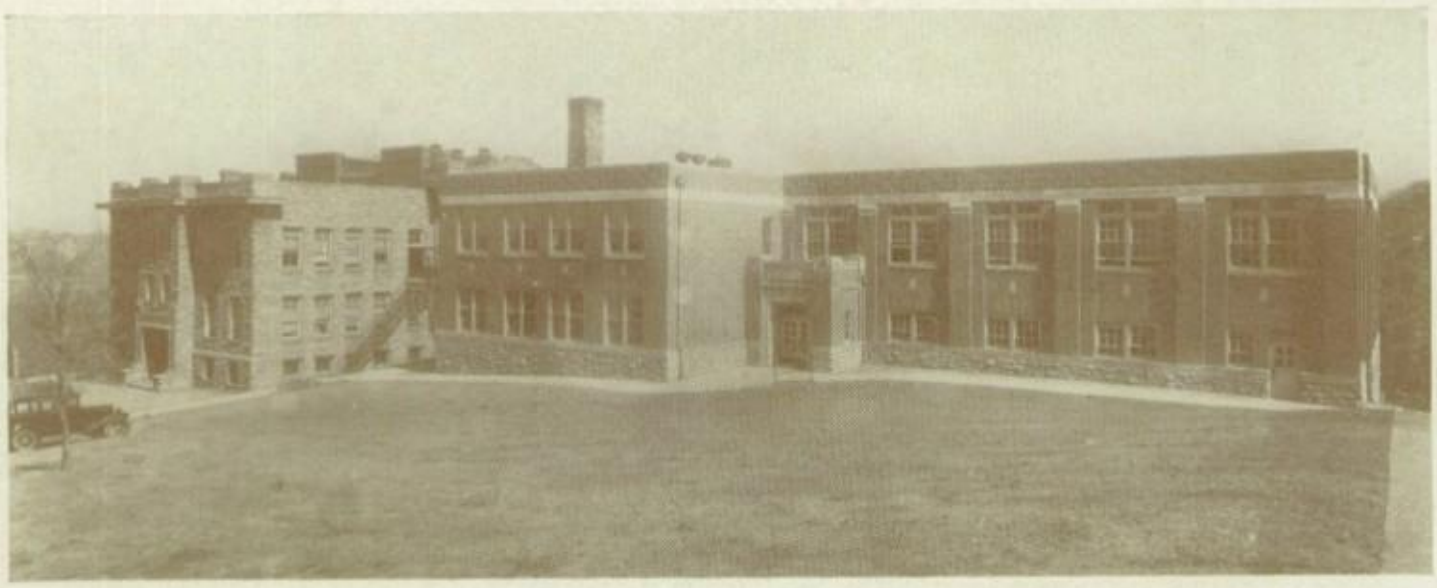
The ARGENTIAN



ARGENTINE HIGH SCHOOL

The Argentian

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FLORENCE CARR
The Editor

CLAYTON COOPER
The Business Manager

The ARGENTIAN 1932

Published by

ARGENTINE HIGH SCHOOL

Kansas City, Kansas

Foreword

It has been our aim to preserve in permanent form the activities of the school year just closing.

The theme, "Living Kansas Authors," was chosen with the thought that what they have accomplished may serve as an incentive to the student body in the promotion of student creative work.

Contents

Administration
Classes
Activities and Organizations
Athletics
Features and Creative Work

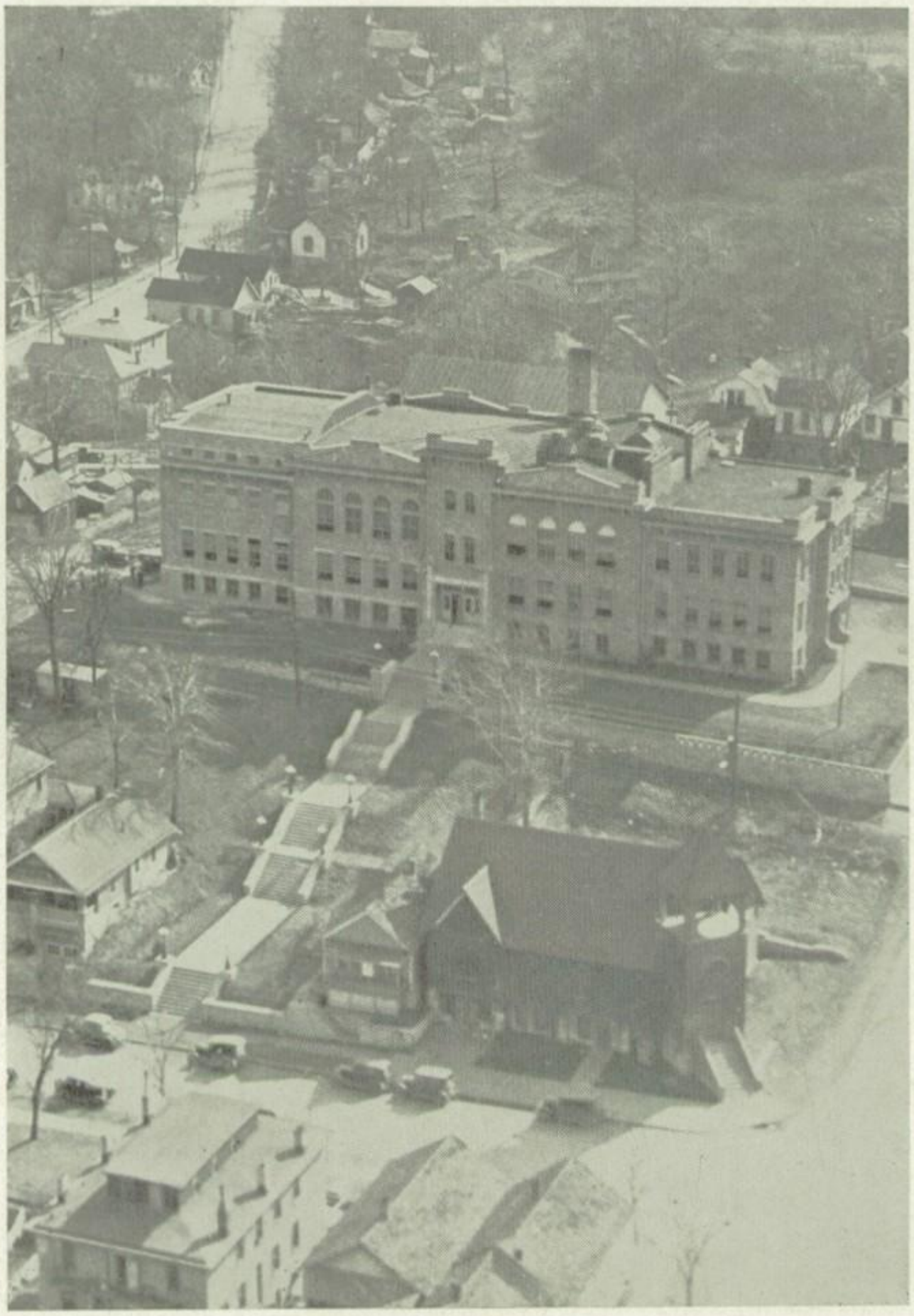
Dedication

To living Kansas authors whose achievement along literary lines has brought recognition to the state, this volume is dedicated with the hope that drawing attention to what they have accomplished may serve as an incentive to efforts along original lines on the part of high school students

To each of those who has given of his time in helping toward the working out of the theme, one section is dedicated

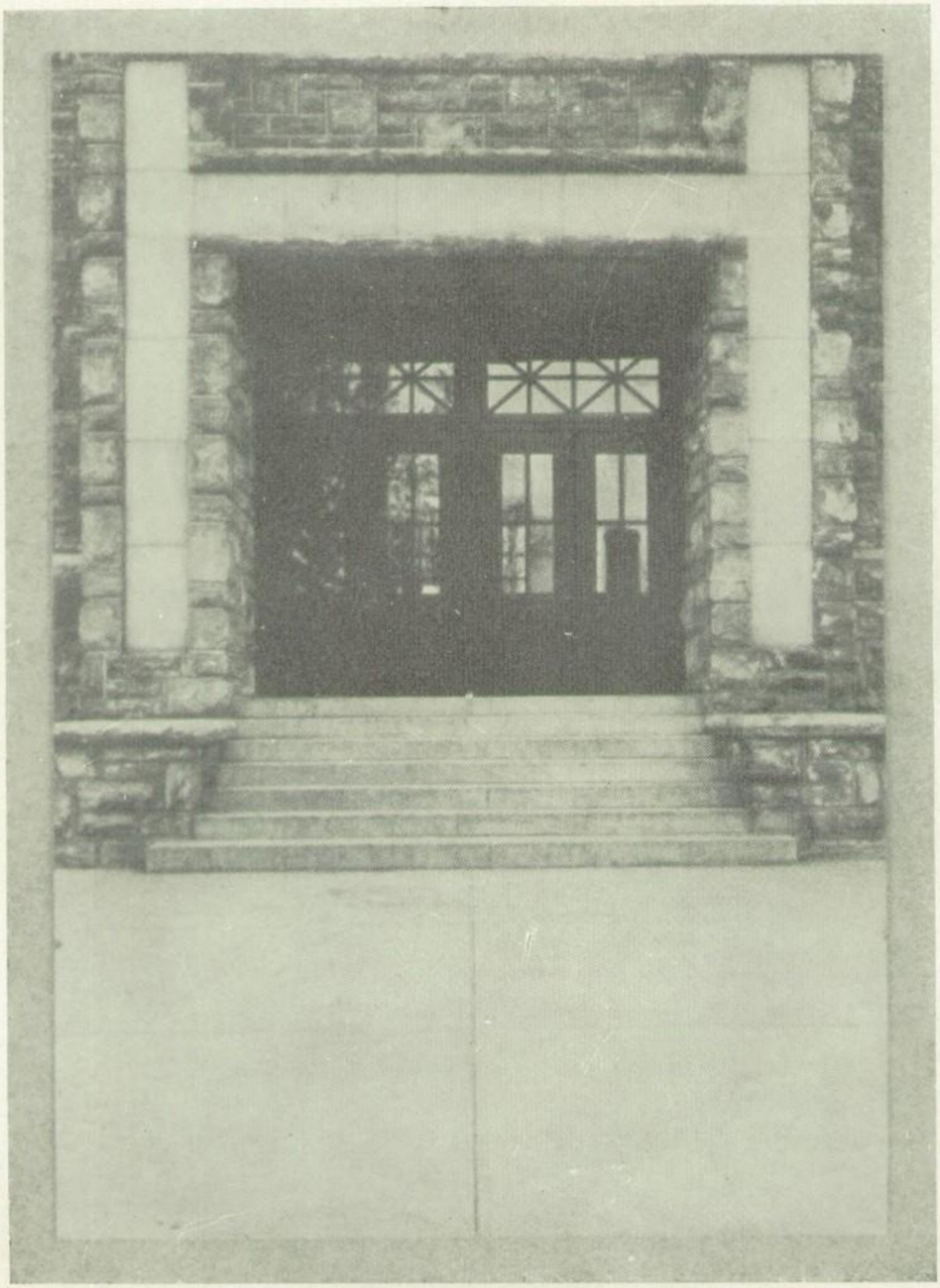
They are, William Allen White, Walter W. Filkin, Edward W. Howe, Dr. Forrest C. Allen, and Mrs. Margaret Hill McCarter.

SCHOOL BUILDING



AIRPLANE VIEW

ASSEMBLY IN AUDITORIUM



NORTH DOOR

William Allen White

"Everyone has at least one given talent and it is this he must develop to be happy and successful," said William Allen White, editor and writer. The way to discover this talent is by practice. If you think you are interested in a certain line of work, practice doing it for a while. You will soon see by the presence or lack of improvement whether or not you are fitted for the work. Practice makes perfect, you know, if you are practicing the right thing. Almost all of the unhappiness in the world today can be traced to individuals who are trying to fit square pegs in round holes. In other words, they are trying to develop talents which are foreign to them.

"When a student graduates from high school," Mr. White continued, "he should have, together with his book knowledge, a cognizance of people which would enable him to distinguish between the cheap and false on one hand, and the real and true on the other. Since the life of a child can be influenced most easily between the ages of thirteen and seventeen, one might well consider the four years spent in high school as spent in the school of experience. By this," he explained, "I mean to say that the mistakes a student makes in high school are the same as those he will make in later life, only they will be less frequent and repeated less often in the future. The chief interest of high school students today is themselves and it should be because a student has developed into what he will always be by the time he is fifteen years old, and by the time he is ready to graduate, knows definitely what vocation he will follow."

William Allen White began his career as a writer and newspaper man when he quit college to work in a print shop. Promotion carried him through the positions of circulation manager, reporter, advertising manager, manager, editorial writer, and finally editor. At present, Mr. White is owner and editor of The Emporia Gazette.

Because William Allen White, as an editor, serves in an administrative capacity, this section of the book is dedicated to him.

Administration

Principal

J. C. HARMON

Superintendent

M. E. PEARSON

After serving the Kansas City, Kansas, school system for forty-six years, Superintendent M. E. Pearson has announced his resignation from that office. Beginning his tremendous task in 1886, he has worked in the capacities of teacher, principal, and superintendent in developing this city's school system from a small and incompetent one into one that is about three times as large as when he entered it and which is carrying on a very commendable work.

Assistant Superintendent

F. L. SCHLAGLE

The successor to the resigning superintendent of Kansas City, Kansas, schools is Mr. F. L. Schlagle, who has been the assistant to Mr. Pearson for the past eight years. For five years previous to his appointment to that position, Mr. Schlagle was the principal of Argentine High School. For this reason his appointment is of interest and inspirational value to this school.

Faculty

Miss Luce, Mr. Green, Mr. Nicholson, Miss Jessup.
Mr. Lonborg, Miss Walter, Miss Simon, Mr. Swender.

MISS CORA LUCE
American History
Geometry

MR. C. L. GREEN
Physical Education

MR. J. H. NICHOLSON
Health and Hygiene
Social Science
History (7)

MISS LILLIAN JESSUP
Geography
History (8)

MR. J. C. LONBORG
General Science

MISS MONA WALTER
Chorus (7)
Band
Glee Clubs
Orchestra

MISS EDITH SIMON
Arithmetic (8)
Advanced Algebra
Solid Geometry

MR. C. E. SWENDER
Business Arithmetic
History (8)
Vocations

OBJECTIVES OF THE SCHOOL

The Argentine High School has definitely followed a philosophy of education which places major emphasis upon English, the social sciences, home making, health and guidance. Effective use of English as a tool insures, in a large measure, ability to succeed in the other academic subjects; the social sciences open the door to a practical training in citizenship through the laboratory of the school's activities; home making includes the fine arts—music, art, dramatics—as well as the practical arts, and no student escapes this experience. The present year finds the school making great progress in its health program, thorough physical examinations having been given to all students without cost to them, remedial work progressing through both the home and the school, and a gymnasium program available to most of the students. Initial steps in a comprehensive guidance program are already in operation.

Educational guidance is being carried on successfully this year. Considerable experimental work in vocational, social and moral guidance is under way now. Another year will find the school realizing in a rather satisfactory way the ideals of her philosophy.

Faculty

Miss Cole, Mr. Brink, Mr. Timmins, Miss Plumb.
Miss Wilhite, Mr. Richards, Miss Taylor.

MISS STELLA COLE
Clothing

MR. G. C. BRINK
Typewriting
Shorthand

MR. V. E. TIMMINS
World History
American History
History (8)

MISS BERTHA PLUMB
Foods

MISS BESS WILHITE
English (7)
English II

MR. C. L. RICHARDS
Woodwork

MISS FRANCES TAYLOR
Journalism
English IV

PROGRAM OF YEAR (1931-32)
Sophomore Year

REQUIRED SUBJECTS

English II
Vocations 1-2
Science
Physical Training 1-2

ELECTIVE SUBJECTS

Geometry I
Caesar
Girls' Glee Club
Boys' Glee Club
Orchestra
Biology
Public Speech
Sewing I or II
Band
Cooking I or II
Manual Arts I or II
Mechanical Drawing
European History
Typewriting I or II
Freehand Drawing
Dramatics
Auto Mechanics
Advanced Woodwork

Faculty

Mr. Shankland, Miss Dunmire, Miss Danneberg, Mr. Brown.
Mrs. York, Miss Clewell, Miss Carpenter, Mrs. Sullivan.

MR. J. C. SHANKLAND
- Community Civics
- Speech
- Constitution

MISS RUTH DUNMIRE
- Health
- Physical Education

MISS MARGARET DANNEBERG
- Secretary

MR. A. W. BROWN
- Chemistry
- Physics

MRS. ESTHER YORK
- Matron

MISS LETHA CLEWELL
- English I
- Debate

MISS DORIS CARPENTER
- History (7)
- Dramatics (Jr.)
- English (7)
- Typewriting

MRS. SARAH SULLIVAN
- Pianist

PROGRAM OF YEAR (1931-32)

Junior Year

REQUIRED SUBJECTS

English III
Constitution 1-2
Science
Physical Education 1-2

ELECTIVE SUBJECTS

Shorthand I	Chemistry	Cicero
Typewriting I or II	Journalism	Sewing I or II
Bookkeeping I	European History	Cooking I or II
Girls' Glee Club	Auto Mechanics	Algebra II and Geometry II
Boys' Glee Club	Band	Public Speech
Orchestra	Freehand Drawing	Dramatics
Physics	Mechanical Drawing	Advanced Woodwork
	Cooking I or II	

Faculty

Mr. Hoover, Miss Barnes, Miss Dale, Mr. Moody.
Miss Delaney, Miss Hewitt, Miss McCormick.

MR. F. S. HOOVER
Biology
Health

MISS EDNA BARNES
English II
Dramatics (Sr.)

MISS GRACE DALE
Algebra (9)
Bookkeeping

MR. E. A. MOODY
Mechanical Drawing
Auto Mechanics
Trades

MISS EDITH DELANEY
Arithmetic (7)
Algebra (9)

MISS MAUD HEWITT
English (8)
Art

MISS MYRTLE McCORMICK
English III
Latin

PROGRAM OF YEAR (1931-32)
Senior Year

REQUIRED SUBJECTS

American History

Science (if not taken before)

ELECTIVE SUBJECTS

Bookkeeping I
English IV
Chemistry
Shorthand II
Journalism
Typewriting I or II
Freehand Drawing
Girls' Glee Club

Boys' Glee Club
Public Speech
European History
Auto Mechanics
Band
Social Science
Physical Training 1-2
Orchestra

Mechanical Drawing
Manual Arts I or II
Sewing I or II
Cooking I or II
Algebra II and Geometry II
Dramatics
Advanced Woodwork
Physics

Departments

MR. HARMON CONFERRING WITH STUDENTS

ACHIEVEMENTS OF THE YEAR

An inventory reveals that the Argentine High School is housed in two modern buildings, one of which is new. The laboratories, library, gymnasium, drawing room, auto mechanics shop and cafeteria are new and among the most modern to be found anywhere.

The course of study has been extended until a student can major in the industrial arts, commerce, home-making and the fine arts, in addition to the traditional subjects.

In a city-wide survey of some of the fundamentals last October, the standardized tests gave Argentine a superior rating in all subjects surveyed. For many years the school has held first place in typewriting. In debate it is second in the Northeast Kansas League. The music, art, clothing, physical education and industrial arts departments are active in their work and the school paper has ranked high in all contests it has entered. The school is proud to be city champion in football and Northeast Kansas League champion in golf. The basket ball season, just closed, found Argentine second in the city.

Science

BIOLOGY

The general and fundamental conception of conservation is one that can be presented to advantage in a course in biology. The need to conserve, which means to use wisely our wild animal and plant life, in fact, all of our natural resources, is easily grasped by the high school sophomore and falls naturally within the scope of biology. Natural resources are public assets and are the heritage of each succeeding generation. No normal youth desires to pass on less than he has received of this public trust. Thus, laws protecting wild life, creating closed seasons, requiring licenses, establishing parks, and wise administration of our forests at public expense receive the support of a citizenry with an adequate conception of conservation.

It is a comparatively short step, then, to the application of this idea to one's person. The wise use of school property, opportunities afforded by schools, time, energy and health makes conservation a law to live by as it should be.

CHEMISTRY AND PHYSICS

Education has two purposes; on one hand it aims at developing the individual and giving him knowledge which will be useful to him; on the other hand it aims at producing citizens who, because of their habits, ideals and attitudes, will be an asset to the state and nation.

Few will deny that most of man's progress in molding his physical environment is a result of his ever-increasing knowledge of the physical sciences, and the application of that knowledge in the field of engineering. Today the man with a thorough scientific training is provided a means of utilizing natural forces in ways not evident to the uninstructed. However, the time spent in studying the physical sciences in high school is so short that their utilitarian values are of necessity slighted, but much can be done toward the formation of ideals, habits and attitudes.

An essential and unique characteristic of scientific technique is that it proceeds from experiment and not from tradition. It consists in observing facts that will enable the observer to draw conclusions or discover laws governing other facts. Students are often asked to reproduce their results to make sure they have the correct facts before forming an opinion. In this way science becomes a sort of educated common sense. The doctor uses common sense in treating a patient; the electrical engineer, in perfecting the talkies and television; but it is a common sense of which those ignorant of laboratory technique are totally devoid. It is hoped that the provision made for laboratory practice in high school science will provide to some extent this educated common sense. If so, the students will have habits and attitudes which will increasingly enable them to differentiate between facts or laws based upon facts, on one hand, and tradition or wish fulfillment dreams, on the other. Then the effective advertisements will not necessarily be the ones accompanied by a portrait of a Hollywood beauty, nor will the successful political candidate be the one with the heartiest handshake and the most cigars.

GENERAL SCIENCE

General science leads the pupil to define and solve his problems by means of original thinking. Science occupies so large a place in the life of the twentieth century that a knowledge of it is essential to every well-equipped citizen.

General science deals with things of our surroundings. It helps with the study of the world. It deals with zoology, botany, physiology, geology, physics, chemistry, astronomy and physical geography.

Social Science

GEOGRAPHY

People everywhere are engaged in various occupations: farming, fishing, mining, lumbering, manufacturing, and others. They are led to follow these occupations through the influence of various factors.

Geography treats of the adjustments made by peoples in their endeavors to fit themselves with the greatest possible advantage into their natural environment. It is the purpose of this department to show how people have been influenced by their natural environment to live in certain places, to acquire certain characteristics, and to occupy themselves in certain ways. They must adjust their lives to (1) the nature of the climate in which they live, (2) the character of the land surface, whether plains, plateaus, mountains, or other forms of topography, (3) the quality of the soil, (4) the presence of fuel and other sources of power, forests, minerals, fish, and other natural resources, (5) geographic position.

The course creates an attitude favorable to world peace by teaching interdependence of peoples everywhere—by teaching appreciation of the skill of other peoples, and by creating a common bond of interest. It trains pupils in habits of clear, logical thinking.

VOCATIONS

The rapidly changing conditions in our civilization make changes necessary in our system of planning, living and thinking. The machine age has caused a division of labor. A generation or two ago there were approximately two hundred fifty different occupations; today there are more than one thousand. Selecting one's life's work is the greatest problem that the boy or the girl must meet and solve.

The course in vocations helps the pupil select his life's work by these methods:

1. Extensive reading.
2. Observation.
3. Discussion in class.
4. Questionnaires on self-analysis.

Serious endeavor is made to ascertain the student's favorite type of work. "Happy is the man who has found his work." In selecting their careers, the boys and girls are urged to note the following essentials:

1. The opportunities and rewards.
2. The supply and demand in that type of work.
3. The necessary qualifications.
4. The training required.

A study was made of the different occupations in Kansas City. The number of employees, wages and opportunities over a term of years were emphasized. The vocations in Kansas City were covered quite extensively, as the majority of the boys and girls will remain in this locality. All vocations foreign to this community were given consideration.

Career booklets were made by each student. Each booklet contained the student's reasons for selecting his field of work, newspaper clippings and pictures pertaining to that particular vocation.

Reading, observing, holding discussions in class and working on the students' choices of their life work on a basis of self-analysis should lead to a better distribution of labor and greater contentment for all.

HISTORY

History, as it is taught in the junior high school, is a subject which is intended to prepare the students for intelligent citizenship. Our nation is founded upon the principle of the right of the people to govern themselves. Unless the people have a knowledge of their government and what it demands of them they cannot wisely serve that government—nor can the government serve them.

To understand anything fully, one must be familiar with the whole history of its development. This is especially true of so complicated an organization as our national government. We should know that every policy and every act of our government is affected by its experience. So if we would prepare ourselves for intelligent citizenship we must first understand and appreciate all the struggles and hardships, triumphs and victories of our forefathers as they constructed, step by step, this great nation.

It is also the purpose of history teachers to encourage a wide range of reading interests in the pupils. Each student is urged to read historical novels, newspapers and current magazines. Constant use of maps, picture slides, moving pictures, and other devices is made in order to keep up interest in class activities.

CONSTITUTION

The course in constitution has several objectives, chief of which are:

1. Familiarity with the general content of the constitution of the United States.
2. Development of a respect for law and willingness to support such administration of law that the community as a whole shall be served.

Through the mastery of specific informational material, the student should develop an intelligent conception of the republic of which he is a citizen, his relation to it, what it requires of him, how it is organized, and what functions it performs.

He should develop the ability to judge fairly upon disputed questions after viewing both sides of a question, and be able to discuss at least ten social, political or international problems as discussed in current periodicals.

Home Making

CLOTHING

In this time of depression, home making has become more important than ever before. Since women are spending more time in the home, more interest has been shown in the intelligent study of financial problems pertaining to the home.

The aims of the courses in clothing are: To foster in the girl an interest in her home; to create a desire to do her part in its maintenance, and to develop some standards of judgment in the selection, purchase and construction of her own clothing.

DOMESTIC SCIENCE

Since a large number of girls eventually have homes of their own, the course in home making tries to lead the girl to think about and appreciate the problems and responsibilities of the home and also to acquire an understanding of the principles of nutrition for the health of herself and her family.

To accomplish this in the best manner possible, the course in home making takes up the following units: Home living, nutrition for the family, hospitality in the home, preparation and serving of food, the family income and its expenditures, the health and home care of the sick, the infant—its care and development, the selection and planning of the house, and vocations for women.

Physical Education and Health

Will you be happy at forty? You will be if you have a sound mind in a sound body. Surely, you hope so, but the body is a great deal like a savings account.

One must put a little money away regularly, not spasmodically, if he would have a neat sum at a future date. These little things that one does now compound themselves yearly for a future detriment or benefit. It is known that a well-known insurance company has found that through the education and application of health teaching to its policy holders, ten years have been added to the expectancy of life. life.

The aim of the physical education department is to instill into youth the habit of a moral, moderate and modest life through the participation in games, sports, gymnastics, rhythm and dancing. Since happiness cannot be bought but must be earned and all worth-while things of life come from living in the right way, it is essential that everyone form play habits to keep the body fit throughout life. To learn not just how to live—but how to live with others should be the aim. By building the mind and muscles in one's youth, one can make them serve throughout life. The physical education and health department is striving to do that and hopes that the play habit formed in high school age will aid in keeping the body fit.

There is a sport for every student and a student in every sport. Become proficient in just one sport in youth; then spare moments will become an aid to your health and happiness.

Mathematics

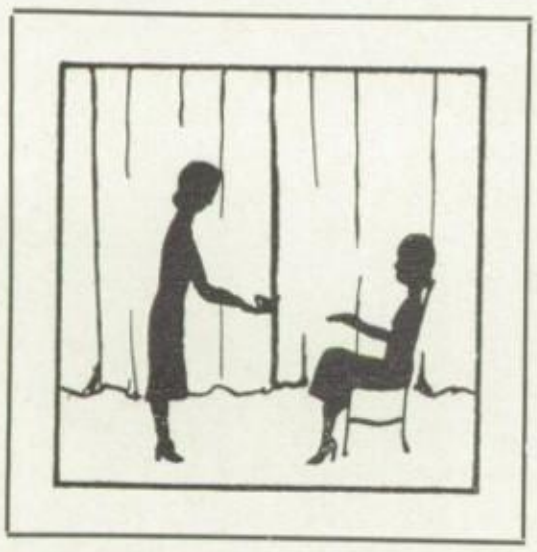
A knowledge of mathematics is essential in almost every line of endeavor. Its practical application cannot be questioned. It is a stepping-stone to the study of science. It is most important in engineering, accounting, pharmacy and business practice. Without the aid of mathematics the structure of every bridge and building would be a hazard to life; their safety depends upon the mathematical calculation of strains and stresses.

The mathematics department of the Argentine High School is prepared to serve the needs of its pupils. The general course in the seventh and eighth grades leads to either ninth grade algebra or to business arithmetic. Those students who are preparing to go into the business world will find the course in business arithmetic very profitable. This course also will benefit those who are planning to enroll in the bookkeeping classes.

To students who are interested in the sciences, algebra is recommended. For those planning to enter an institution of higher learning, plane geometry, advanced algebra and solid geometry are offered In fact. most universities and colleges require a knowledge of geometry as a prerequisite. Many students take the courses in solid geometry and advanced algebra, for they are well aware of the advantage of being well prepared for any career they may choose.

The study of mathematic subject matter and technique prepares an individual for better adjustment to a progressive environment and for more efficient functioning as a member of a civilized social order.

Dramatics



Within recent years only have our high schools given a regular place in the curriculum to the study of dramatics. Formerly, the English classes furnished the sole opportunity for a study of the drama. Only those who took part in the school plays received any training or had any experience as amateur players. Now that a regular period is devoted to this work, many more students than previously have a chance to appear in a public performance, thus acquiring some self-assurance often needed in standing before an audience.

A number of one-act plays of a literary type, and one or two of Shakespeare's plays are studied and produced in class. The course also includes a brief study of the history of the drama and a little training in stage make-up.

It is the purpose of the course to help the students to overcome self-consciousness, to correct speech difficulties, and, in general, to improve their oral expression and behavior when appearing before a group of people. Several public performances are given during the year, a special effort being made for each student to take part in at least one. A few students who show marked ability are given more opportunity to develop their talent as a possible profession.

Industrial Arts

MECHANICAL DRAWING

Mechanical drawing is one of the list of vocational subjects offered in this high school. The course of study provides mechanical drawing for the seventh, ninth, tenth, eleventh and twelfth grades. The course also provides one and one-half years of architectural drawing. The range of work is sufficiently broad to make it very much worth while as a course for boys who will sooner or later find employment along industrial lines. The fact that drafting is recognized as the language of industry makes it necessary for practically all to become familiar with the language that is so vital to the great industrial age in which we now live. The knowledge gained in drafting has a decidedly practical value and an immediate application.

AUTO MECHANICS

Auto mechanics is a vocational subject planned for juniors and seniors. The purpose of this course is to provide practical work in a well-equipped machine shop. It is necessary to include some technical and theoretical knowledge, but, in the main, knowledge is acquired by working upon a real automobile in a real shop with real tools and equipment.

Through the kindness of patrons, the pupils get a variety of repairs and replacement jobs on many makes of automobiles. Some of these are valve grinding and reseating, replacing pistons and piston rings, bearing scraping, adjustment of brakes, wheel alignment, replacing brake lining, removing carbon, tappet adjustment, taking up bearings, and other general repairs.

TRADES INFORMATION

Classes in trades information are for only the eighth-grade boys. One period of nine weeks is devoted to each of the following trades: Auto mechanics, sheet metal and building trades. The latter touch carpentry, cement, brick and plumbing.

It is not the purpose of these courses to make trained mechanics, but to give such information in the trades listed as the pupil can use as a guide to help direct him in choosing desirable employment in the industries. The boys' greatest insight into industrial activities and requirements comes from visits to many industrial plants in greater Kansas City.

WOODWORK

The industrial arts department offers courses to the seventh and ninth grades in the junior high school and to the three grades of the senior high school. The work is so arranged and so complete that a boy may now make a major in industrial arts.

The work in the seventh grade is very elementary, the chief aim of which is to acquaint the boy with tools, terms and woods used in the department.

A half-year of woodwork for the seventh and eighth grade student is a part of the "finding course" offered by the school.

The newest course to be offered in this department for the senior high school boy having one year or more of woodwork is that of the production class. In this class regular mass production methods are employed, thus teaching the worker factory methods. The class this year has completed twenty-five sets of lawn furniture and made numerous individual pieces.

End tables are the most popular projects of the junior high school manual student. Some of the other projects made are porch swings, medicine cabinets, occasional tables, overstuffed footstools, table lamps, writing desks, chifforobes, pier cabinets and sewing cabinets.

A distinctively new type of construction was brought about by the building of two outboard motor boats, one a sixteen-foot pleasure craft, the other an eleven-and-a-half foot speed boat.

Latin

The study of Latin aims: To give the student a wider view of life through familiarity with a great civilization; to lay a good foundation for the study of English and the modern languages; to enrich the English vocabulary.

Although Latin, as a language, is not now spoken by any people, it lives in and through many of our words. More than two-thirds of our own words are derived from the Latin. Many phrases and words have been carried into English directly from the Latin and are still preserved in their original forms, such as habeas corpus, menus, post mortem, pallor, exit, stadium, vacuum, quorum, data, orator and minor.

Latin is regarded as essential for students of medicine and law, as many of the terms used in these professions are Latin. The students of science and business will find Latin equally helpful. Many names of articles and commodities on the market have taken their names from Latin words. One is really talking Latin when speaking of Duco paint, Lux soap, Premier salad dressing, Aqua Velva shaving cream, a Corona typewriter, or perhaps a Duofold fountain pen, or Rexall drugs.

In the study of a great civilization like that of the Romans, the student learns many interesting facts which give him a broader and a more intelligent view of life. It is rather enlightening to know that the Romans lived in apartment houses, had water heaters in their homes, built huge aqueducts carrying water for many miles, and made cement like that of the present. For the student who cares, Latin is splendid training.

Art

Someone has said that art is an expression of man's inherent dream for beauty, and most of us will not question the validity of this statement. Yet for years the study of art was thought to be unimportant for the majority of students, and it is comparatively recent that a practical art program for the schools has been given thoughtful consideration. The new trend concentrates on individual development through the study of art principles, many of which are universal in their application. Since art is so closely allied with other school subjects, it is today regarded as a necessary part of the school curriculum .

The aim of a practical art program for the high schools is two-fold: To discover and encourage the student with talent and to develop in each member of the class discriminating, selective judgment. The course is arranged in two groups to include both history and theory of art, which acquaint the student with a few artists and their outstanding productions and give opportunity for creative self-expression through the application of the basic principles of art.

As each unit is presented, various composition problems are worked out in a number of media, the paramount aims being originality of expression and skill in manipulation

English

SENIOR HIGH SCHOOL

To develop the ability to write on a subject with a feeling of confidence, that when it has been done it has been handled in a creditable manner, and that what has been written is correct in form; to develop the ability to speak without gross error; in short, to develop the ability to use English that will meet the demands put upon it after the student leaves high school is the ideal kept before senior high school classes.

Stated more specifically, the aim of the course is:

1. To teach the pupils to think clearly and accurately.

2. To teach the pupils to read thoughtfully and with appreciation, to form in them a taste for good reading and to teach them how to find books that are worth-while.

3. To develop, in the pupils, skill in communicating their ideas effectively in speech and in writing.

JUNIOR HIGH SCHOOL

Growth in English is the natural result of meeting the three essential requirements of the learning process, namely, grasping the central thought, developing it, and expressing it.

Correctness in speech and in the mechanics of writing are emphasized, in the hope that they may become second nature with the pupil. Practice is one of the guiding principles in the presentation of the oral and written word. In forming these habits, activity, self-activity, activity from within, is emphasized. Correctness comes from practice and pride, not from chance.

Junior high school reading is divided into two classes:

1. The recreational type chiefly for enjoyment, appreciation and breadth of viewpoint.

2. The study type to give information necessary for solving problems, forming judgments and making comparisons.

Music

The Argentine Junior-Senior High School interprets the appreciation of music as essential in modern life. One hears music in the home, at school, at church, everywhere. Music is a part of one's home life and so it has become a required part of our home making curriculum in the junior high school. Every student must come is contact with instrumental music through the work of the orchestra or with the appreciation of and participation in vocal music through the chorus classes.

The senior high school orchestra and glee clubs offer to the students who have musical talent and interest an opportunity to acquire further skill. Not only does the school provide the one opportunity the student may have to work as a member of a group executing the better things in music, but it also makes possible the only training which a large number of students get.

Commercial Department

TYPING

The use of the typewriter in the office, in the home and in college has increased to the point where it is necessary that everyone should learn how to operate it. A satisfactory degree of skill can be acquired in a comparatively short time when the correct method of instruction is used.

After the yearbook for 1931 had gone to press, the commercial department won some outstanding competitive events: Two local contests in typing, a contest in commercial subjects at the Pittsburg State Normal School, and the annual event in typewriting.

BOOKKEEPING AND BUSINESS SCIENCE

In business science during the first semester the class studies the major fields of business from the standpoint of the individual trying to find "his job."

How long has the business been in development?

Is it necessary to the welfare of the people?

Am I mentally, physically and emotionally adapted to the work?

Can I get joy or satisfaction in performing the tasks?

Is the field overrun or are there plenty of jobs?

Is it a growing business or is the demand for its product or service diminishing?

Does it require skilled or unskilled workers?

How much time and money does it require to prepare for the job?

Will the wages, chances for advancement and service to the community justify the expenditures necessary to fit one for the job?

The course also gives some time to the study of the most common contracts, such as mortgages, bills of sale, warranty deeds, power of attorney and apartment leases.

The second semester is given to bookkeeping. The student learns the principles of bookkeeping which apply to all systems.

He studies different types of business and keeps a set of books for each one. These books include cash, purchases, sales and general journals and the ledgers for posting the entries made in these journals.

A business transaction must be thoroughly understood, properly entered in the journals and correctly posted to the ledger accounts.

School Songs

GOLD AND BLUE

Argentine, Argentine, is the high school
Where we learn and are taught the Golden Rule.
To be fair to the foe is the one great motto,
Of this high school in Argentine
So with loyal hearts we sing,
Our sincere tribute we bring,
To honor with one thought and voice,
The high school of our choice.

Chorus

Now you laddies, lassies, listen,
It's Argentine,
Argentine, with its colors so true,
We are thinking of you always,
Dear Argentine.
Argentine, with its Gold and Blue,
It's our pride upon the hillside,
Where we work with will and win,
Now you laddies, lassies, listen,
It's Argentine, Argentine, that will make all things spin.

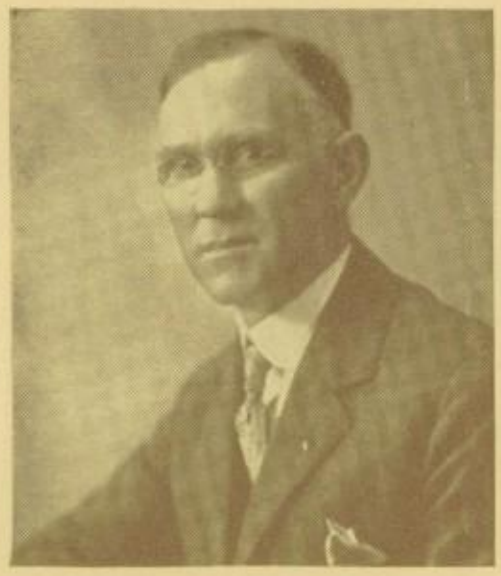
COCK-A-DOODLE-DO SONG

Cock-a-doodle-do, I'm for Old Argentine;
I am proud of it, and so
I will crow and crow and crow;
Cock-a-doodle-do, I'm for Old Argentine;
And I'm crowing, for I'm growing
In Old Argentine.

ARGENTINE STEIN SONG

Sing to dear Old Argentine,
Fight for the Gold and Blue,
Stand and let us honor our school,
Let every loyal Mustang sing,
Sing with all our heart and soul,
Eyes always toward our goal;
Keep this one and only motto,
Be fair and honest to our foe.

HELEN WRIGHT



Walter W. Filkin

"If a leader could be chosen who could influence his fellow classmates and could inspire them by the honor they would receive," said Walter W. Filkin, poet, "creative work could be promoted to a great extent among high school students. This inspiration should not be founded upon a material prize of one sort or another, but entirely upon the honor and distinction to be acquired among the other students. People should never work to acquire, but to achieve. They should work for the joy of working, because that is a real joy and gives the person who realizes it a thrill.

"There is not much talent along the lines of poetry in the high school of today," continued Mr. Filkin. "I am sure of this, because it takes a background of life and experience to enable one to write poetry that has any value. However, if courses in prosody were offered in the schools, more students would become interested in verse writing and talent would become evident earlier. If a person can write poetry, he can memorize the works of other poets more quickly.

"Inspirations for poems can hardly be explained," Mr. Filkin said, "because one never knows when they are coming. I have written poems when I have felt myself too tired mentally and physically to do it, but when the inspiration came I wrote. One day I saw a lady walking along the street looking at her feet. Presently she stooped and picked up a dime. I was then inspired to write a poem expressing the idea that she would spend the remainder of her days watching for dimes on the street and would consequently miss the diamonds she could find in the sky if she would only look up. People should understand that without an inspiration, a poet cannot write works of value and so when he receives one he must write immediately."

Mr. Filkin is a lawyer by profession and writes poetry as a hobby. To date, he has written approximately four thousand poems. His lines in honor of Colonel Charles Lindbergh have been sent throughout the United States.

To Walter W. Filkin, who has visited the Argenine High School many times and has shown much interest in the classes and their work, this section of the book is dedicated.

Classes

JOE AMAYO

Football, 1, 2, 3, 4; Baseball, 1; "A" Club, 2, 3, 4; Basket Ball, 1, 2, 3, 4; Operetta, 1, 2, 3, 4; Track, 1, 2, 3, 4; Music Contest, 1, 2, 3, 4; Cantata, 1, 2, 3, 4; Glee Club, 1, 2, 3, 4.

ELBERT BERNS

Art Club, 1, 2, 3, 4, President, 4; Pep Club, 4; Vice-President; Basket Ball, 1; Hi-Y, 1; Argentian Staff, 3, 4; Operetta, 3, 4; Cantata, 3 4; Glee Club, 3, 4; Track, 1, 2, 3, 4; Student Council, 4; Music Contest, 3, 4.

JAMES ANDERSON

Football, 2; Operetta, 2; Cantata, 2; Glee Club, 2, 4; Track, 1; Music, Contest, 2.

NADINE BISHOP

Art Club, 1, 2, 3, 4; Annual Staff, 4; Junior Play, 3; Operetta, 4; Glee Club, 4; Girl Reserves, 2, 3, 4; Student Council, 4; Music Contest, 4; Class Officer, Secretary, 1; Senior Play, 4; National Honor Society, 4.

DOROTHY ASH

Annual Staff, 4; Junior Play, 3; Press Club, 4; Argentian Staff, 2, 3, 4; Latin Club, 1, 2; Booster Club, 3, 4, Vice-President, 3, President, 4; Girl Reserves, 2, 3, 4; Student Council, 4; Debate Squad, 4; Typing Squad, 3; National Forensic League, 4.

WILMA BOICE

Baseball, 1, 2, 3, 4; "A" Club, 2, 3, Vice-President, 4; Basket Ball, 1, 2, 3, 4; Operetta 2, 3, 4; Cantata, 2, 3, 4; Booster Club, 3, 4; Glee Club, 2, 3, 4; Girl Reserves, 2, 3, 4; Volley Ball, 1, 2, 3, 4.

BLANCHE BEACH

Girl Reserves, 2, 3, 4.

JAMES BROWN

Wyandotte High School: Student Council, 2, 3.

LOUIS BENDER

Radio Club, 3, 4.

WILLIAM BROWNING

Football, 2, 3; Pep Club, 4; Basket Ball, 1; Argentian Staff, 2; Operetta, 2, 3, 4; Cantata 2, 3, 4; Glee Club, 2, 3, 4, President, 4; Student Council, 2, 3, 4; Class Officer, Treasurer, 4; National Honor Society, 4, Vice-President.

MURREL BRUCE

Football, 1; Baseball, 1; Art Club, 2; Pep Club, 4; Basket Ball, 1; Track, 1, 4; Student Council, 2.

ARTHUR CAUDLE

Football, 1, 4; Baseball, 1; Operetta, 4; Cantata, 4; Glee Club, 4; Track, 1; Orchestra, 1, 4; Band, 1.

NEIL BUCK

Pep Club, 1, 2, 3, 4; Executive Officer, 3; Latin Club, 1; Operetta, 3, 4; Glee Club, 3, 4; Student Council, 3, Vice-President; Music Contest, 3, 4; Class Officer, Vice-President, 2.

BERNICE CHILDERS

Girl Reserves, 2, 3, 4.

VERNON BURCH

Wyandotte High School: Baseball, 3. Argentine: Basket Ball, 4.

LEONARD CHILDERS

Operetta, 3, 4; Cantata, 4; Glee Club, 4; Student Council, 3; Music Contest, 2, 4; Orchestra, 1, 2, 3, 4; Band, 3, 4.

KATHRYN CAMPBELL

Art Club, 1; Basket Ball, 1; Tennis, 3; Operetta, 3, 4; Cantata, 4; Glee Club, 3, 4; Girl Reserves, 2, 3, 4; Debate Squad, 3, 4; Music Contest, 3, 4; Oratorical Contest, 3, 4; National Forensic League, 3, 4; Volley Ball, 1.

THEODORE CLARK

Annual Staff, 4; Argentian Staff, 2, 3, 4.

FLORENCE CARR

Annual Staff, Editor, 4; Press Club, 2, 3, 4, Treasurer, 4; Argentian Staff, 2, 3, 4; Quill and Scroll, 3, 4, Secretary, 4; Latin Club, 1, 2, 3; Girl Reserves, 2, 3, 4; Student Council, 4; Debate Squad, 2, 3; Oratorical Contest, 3; Typing Squad, 2, 3; Librarian, 3; National Forensic 3; Senior Play, 4; National Honor Society, 4, President.

CLAYTON COOPER

Pep Club, 4; Annual Staff, 4; Basket Ball, 1; Argentian Staff, 2, 3, 4, Glee Club, 4; Golf, 4; Student Council, 4, Vice-President; Music Contest, 4; Typing Squad, 3, 4; Press Club, 4; Cantata, 4; Operetta, 4.

CLYDE COOPER

Pep Club, 1, 2, 3, 4; Annual Staff, 4; Junior Play, 3; Press Club, 2, 3, 4; Argentian Staff, 2, 3, 4; Student Council, 1, 2, 3, 4; Class Officer, President 1, Secretary, 3; National Honor Society, 4, Treasurer.

FRED EISMAN

Basket Ball 2, 3, 4.

BERNARD CRAIG

Football, 3, 4; "A" Club, 3, 4; Junior Play, 3; Operetta 3, 4; Cantata, 3, 4; Glee Club, 3, 4; Track, 1, 2, 3, 4; Debate Squad, 4; Music Contest, 3, 4; Oratorical Contest, 3, 4; National Forensic League, 4.

HELEN ELLERMAN

Latin Club, 1; Glee Club, 1; Girl Reserves, 2; Volley Ball, 1; Deck Tennis, 2.

BERNARD CROMWELL

Emporia High School, Emporia, Kansas; Hi-Y, 1, 2; Glee Club, 2, 3; Music Contest, 2, 3; Argentine: Operetta, 4; Cantata, 4; Glee Club, 4, Vice-President; Music Contest, 4.

LILLIAN FISHER

Baseball, 1, 2; "A" Club, 3, 4; Annual Staff, 4; Basket Ball, 1, 2, 3, 4; Tennis, 1, 2; Argentian Staff, 2, 3, 4; Operetta, 4; Cantata, 4; Glee Club, 4; Girl Reserves, 2, 3; Music Contest, 4; Volley Ball, 1, 2, 3, 4; Deck Tennis, 1, 2, 3.

GLENN DOWELL

Buffalo High School, Buffalo, Missouri; Basket Ball, 2; Argentine; Art Club, 4; Student Council, 4.

THOMAS FOSTER

Track, 4.

MARY DYE

John C. Fremont High School, Los Angeles, California: German Club, 1; Student Government, 1; Argentine: Baseball, 1, 2; Annual Staff, 4; Basket Ball, 2, 3; Tennis 2; Argentian Staff, 2, 3, 4; Operetta, 4; Cantata, 4; Glee Club, 4; Girl Reserves, 3; Music Contest, 4; Volley Ball, 1, 2, 3, 4; Deck Tennis, 1, 2.

NORA FRANKLIN

Baseball, 1, 2; Annual Staff, 4; Basket Ball, 1, 2, 3, 4; Tennis, 2; Argentian Staff, 2, 3, 4; Operetta, 4; Cantata, 4; Glee Club, 4; Girl Reserves, 2; Student Council, 4; Music Contest, 4; Volley Ball, 1, 2, 3, 4; Deck Tennis, 2.

PAUL FULLER

Pep Club, 3, 4; Annual Staff, 4; Tennis, 4; Argentian Staff, 2, 3, 4; Latin Club, 1, 2, 3; Student Council, 4; Radio Club 3, 4; Class Officer, Treasurer, 2.

BRUCE GIRTEN

Operetta, 4; Cantata, 4; Glee Club, 4.

EDGAR GAITHER

Art Club, 4; Student Council, 4; Radio Club, 3, 4.

GLADYS GOULD

Annual Staff, 4; Press Club, 3, 4; Argentian Staff, 2, 3, 4; Quill and Scroll, 3, 4, Vice-President, 4; Girl Reserves, 2, 3, 4; Student Council, 4; Debate Squad, 3; Typing Squad, 2, 3; National Forensic League, 3, 4; National Honor Society, 4.

ELDA GIBBONS

Operetta, 3, 4; Cantata, 3, 4; Glee Club, 3, 4; Music Contest, 3, 4.

EARLE GRAY

Manual Training High School: Baseball, 2; Press Club, 1, 2; Glee Club, 1, 2; Track, 1, 2; Student Council, 1; Cheer Leader, 1.

MILDRED GIBBS

Texas City High School, Texas City, Texas: Latin Club, 1, 2; Booster Club, 1; Girl Reserves, 1; Glee Club, 1; Argentine: Latin Club, 2; Student Council, 4; Basket Ball, 2; Debate Squad, 3; Oratorical Contest, 3; Librarian, 4; National Forensic League, 3, 4; National Honor Society, 4.

BETTY HAAS

Annual Staff, 4; Junior Play, 3; Press Club, 4; Argentian Staff, 2, 3, 4; Latin Club, 1, 2; Booster Club, 2, 3, 4; Girl Reserves, 2, 3, 4; Debate Squad, 2, 4; Campfire, 1; National Forensic League, 3, 4; Class Officer, Vice-President, 1; Senior Play, 4.

JOE GILLESPIE

Art Club, 1, 2, 3, 4; Annual Staff, 4.

MARY EILEEN HARMAN

Annual Staff, 4; Junior Play, 3; Booster Club, 4; Girl Reserves, 2, 3, 4; Student Council, 2; Senior Play, 4; National Honor Society, 4.

VINITA HARRIS

Junior Play, 3; Basket Ball, 4; Latin Club, 2; Booster Club, 4; Girl Reserves, 3, 4; Volley Ball, 1, 2; National Honor Society, 4.

AUDREY LAKE

Junior Play, 3; Latin Club, 2, 3; Girl Reserves, 2, 3, 4.

DOROTHY HEWITT

Operetta, 3, 4; Cantata, 3, 4; Glee Club, 3, 4; Girl Reserves, 2, 3, 4; Music Contest, 4.

HARRY LESTER

Central Junior; Orchestra, 1.

KENYON HULL

Art Club, 1, 2; Basket Ball, 1; Operetta, 3, 4; Cantata, 3, 4; Glee Club, 3, 4; Track, 1; Music Contest, 3, 4; Senior Play, 4.

EVA LILLICH

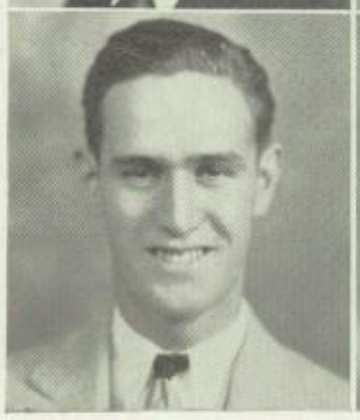
"A" Club, 3, 4; Annual Staff, 4; Tennis, 3; Press Club, 2, 3, 4; Operetta, 4; Argentian Staff, 2, 3, 4; Cantata, 4; Glee Club, 4; Girl Reserves, 2, 3, 4; Student Council, 4; Campfire, 1; National Forensic League, 3, 4; Volley Ball, 1, 2, 3, 4; Deck Tennis, 1, 2, 3, 4.

ROBERT INNES

Football, 1, 2, 3, 4; Baseball 1; "A" Club, 2, 3, 4; Basket Ball, 1, 2, 3, 4; Hi-Y, 1; Operetta, 2, 4; Cantata, 2, 4; Glee Club, 2, 4; Track, 1, 2, 3, 4; Student Council, 4; President.

CHARLES LOETEL

Football, 2, 3, 4; Pep Club, 4; Tennis, 2, 3, 4; Press Club, 2, 3, 4, President, 4; Argentian Staff, 2, 3, 4; Quill and Scroll, 3, 4, Treasurer, 4; Student Council, 4; Baseball, 4; National Honor Society, 4.



HOWARD KNAPP

Football, 1, 2, 3, 4, Captain, 4; Baseball, 1; "A" Club, 1, 2, 3, 4; Annual Staff, 4; Junior Play, 3; Basket Ball, 1, 2, 3; Hi-Y, 1; Operetta, 4; Cantata, 1, 2, 3, 4; Glee Club, 4; Track, 1, 2, 3 4; Student Council, 4; Music Contest, 1, 2, 3, 4; Cheer Leader, 1; Orchestra, 1, 2, 3, 4; Band, 1, 2.

BILLIE MADISON

Football, 2, 3, 4; Baseball, 3; Art Club, 2, 4; Tennis, 4; Operetta, 3; Cantata, 3; Glee Club, 3; Track, 3, 4; Golf, 4; Music Contest, 3; "A" Club, 3, 4.

FRED MAHR

Annual Staff, 4; Press Club 2, 3, 4; Argentian Staff, 2, 3, 4, Editor, 4; Quill and Scroll, 3, 4, President, 4; Latin Club, 1, 2; Student Council, 4; National Honor Society, 4.

VIRGINIA MILES

"A" Club 3, 4, President, 4; Annual Staff, 4; Basket Ball, 1, 2, 3, 4; Operetta, 2, 3, 4; Cantata, 2, 3, 4; Boostcr Club, 3, 4; Glee Club, 2, 3 4; Girl Reserves, 2, 3, 4, President, 4; Student Council, 4, Secretary.

HAZEL MASON

Annual Staff, 4; Argentian Staff, 2, 3, 4; Operetta 4; Cantata, 4; Glee Club, 4; Girl Reserves, 4; Student Council, 4; Volley Ball, 2, 3, 4; Deck Tennis, 3, 4.

JUANITA MILLER

Latin Club, 1; Girl Reserves, 2; Typing Squad, 3; Volley Ball, 1.

HELEN McCAULEY

Girl Reserves, 3, 4.

HAROLD MORRIS

Central Junior; Baseball, 1; Hi-Y, 1; Student Council, 1; Wyandotte High School; Hi-Y, 2.

GEORGE McCULLOUGH

Junior Play, 3; Tennis, 2, 3; Latin Club, 3; Golf, 4; Debate Squad, 3, 4; Oratorical Contest, 3, 4; Senior Play, 4.

WILMA MORRISON

Junior Play, 3; Boostcr Club, 4; Girl Reserves, 2, 3, 4.

ROBERT MIDDLETON

Football, 3, 4; "A" Club, 2, 3, 4; Pep Club, 3, 4; Basket Ball, 1, 2, 3, 4; Tennis, 2, 3, 4.

ADOLPH OLSON

Annual Staff, 4; Basket Ball, 1, 2, 3.

HARRY ORTEGA

Track, 1, 2; Art Club, 1.

CHARLES RUSCONI

Central Junior: Hi-Y, 1; Operetta, 1; Wyandotte: Basket Ball, 3; Student Council, 2, 3.

EMIL OVERLY

Wyandotte High School: Baseball, 1; Basket Ball, 1; Student Council, 1; Argentine: Basket Ball, 4.

MARGARETTE REED

Annual Staff, 4; Basket Ball, 3; Operetta, 4; Cantata, 4; Girl Reserves, 2, 3, 4; Student Council, 1; Music Contest, 4; Glee Club, 4; Typing Squad, 1; Orchestra, 2, 4; Band, 3, National Honor Society, 4.

JEWELL PALMER

North High School, Wichita, Kansas: Basket Ball, 1, 2; Orchestra, 1, 2; Baseball, 1, 2; Girl Reserves, 1, 2; Athletic Association, President; Argentine: Baseball, 3, 4; Basket Ball, 3, 4; Cantata, 4; Operetta, 4; Glee Club, 4, President; Girl Reserves, 3, 4; Student Council, 4; Music Contest, 3, 4; Orchestra, 3, 4; Senior Play, 4.

ELTON ROGERS

LOUISE PETRY

Operetta, 4; Cantata, 4; Glee Club, 4; Girl Reserves, 4; Student Council, 4; Music Contest, 4.

RUSSEL ROWLAND

Football, 1, 2, 3, 4; Baseball, 1, 2; "A" Club 3, 4; Basket Ball, 1, 2; Hi-Y, 1; Tennis, 2, 3, 4; Latin Club, 1; Operetta, 4; Cantata, 4; Glee Club, 4; Track, 1, 2; Student Council, 4; Music Contest, 4; Orchestra, 1, 2, 3.

MARGARET PHALP

Art Club, 1, 3, 4; Girl Reserves, 2, 3, 4.

PAUL RUPARD

Football, 4; Annual Staff, 4; Junior Play, 3; Press Club, 3, 4; Argentian Staff, 2, 3, 4; Latin Club, 4; Debate Squad, 2; Radio Club, 4; Biology Club, 4.

BLANCHE SACKMAN

Art Club, 1; "A" Club, 3, 4; Basket Ball, 1, 2, 3, 4; Tennis, 3; Operetta, 4; Cantata, 4; Glee Club, 4; Booster Club, 4; Girl Reserves, 2, 3, 4; Student Council, 4; Music Contest, 4; Cheer Leader, 2, 3, 4; Class Officer, Secretary, 1; Volley Ball, 1, 3, 4.

BESSIE SHORES

Annual Staff, 4; Press Club, 4; Argentian Staff, 2, 3, 4; Quill and Scroll, 4; Latin Club, 1, 2, 3; Girl Reserves, 2, 3.

LUCILLE SALER

Girl Reserves, 2, 3, 4.

CATHERINE SIRRIDGE

Volley Ball, 2, 3; Basket Ball, 2, 3, 4; Girl Reserves, 2, 3, 4, Treasurer, 4.

JUNE SAVAGE

Argentian Staff, 2, 3; Latin Club, 1, 2, 3; Operetta, 4; Cantata, 4; Booster Club, 3, 4, Secretary, 4; Glee Club, 4, Vice-President; Girl Reserves, 2, 3, 4, Secretary, 4; Music Contest, 4; Typing Squad, 2, 3; Class Officer, Vice-President, 4; Volley Ball, 1; National Honor Society, 4, Secretary.

R. V. SMELTZER

Art Club, 4; Annual Staff, 4; Orchestra, 1, 2; Radio Club, 3, 4.

BEATRICE SHERRY

Operetta, 4; Cantata, 4; Glee Club, 4; Girl Reserves, 2, 3, 4; Student Council, 4; Music Contest, 4; Librarian, 4; National Honor Society, 4.

ELEANOR SMITH

Annual Staff, 4; Press Club, 4; Argentian Staff, 2, 3, 4; Girl Reserves, 2, 3, 4; Operetta, 4; Cantata, 4; Booster Club, 3, 4; Glee Club, 4; Music Contest, 4; Class Officer, Secretary, 3.

BERNICE SHERRY

Argentian Staff, 2, 3; Latin Club, 2; Operetta, 4; Cantata, 4; Glee Club, 4; Girl Reserves, 2, 3, 4; Music Contest, 4.

JIM SMITH

BEULAH SOUTH
Girl Reserves, 2.

ARTHUR TABBERER
Pep Club, 3, 4, President, 4; Annual Staff, 4; Junior Play, 3; Basket Ball, 3; Press Club, 4; Cantata, 4; Argentian Staff, 2, 3, 4; Operetta, 4; Student Council, 4; Glee Club, 4; Senior Play, 4.

MILDRED SOUTHERLAND
Plainview Rover High School, Plainview, Arkansas: Latin Club, 1 2; Student Council, 2; Class Officer, Secretary, 2; Argentine: Girl Reserves, 4.

CHARLES TANSEY
Annual Staff, 4; Junior Play, 3; Basket Ball, 4; Press Club, 4; Argentian Staff, 2, 3, 4; Latin Club, 1, 2; Golf, 4; Motion Picture Operator, 3, 4; Radio Club, 3; Senior Play, 4.

CHARLES STEFFENS
Football, 4; Baseball, 1; "A" Club, 3, 4; Track, 1, 4; Basket Bal'. 1, 2, 3, 4; Student Council, 4.

MAXINE TAYLOR
Baseball, 1, 2, 3, 4; Basket Ball, 1, 2, 3, 4; Deck Tennis, 2, 3, 4; Operetta, 2, 4; Cantata, 2, 4; Glee Club, 2, 4; Girl Reserves, 4; Music Contest, 2, 4.

HARVEY STOCKTON
Football, 2, 3, 4; "A" Club, 3, 4; Operetta, 4; Cantata, 4; Glee Club, 4; Track, 1, 2, 4; Student Council, 1; Music Contest, 4.

KENNETH THOMAS
Basket Ball, 1; Track, 1, 4; Orchestra, 1, 2.

ROBERT SUDDUTH
Annual Staff, 4; Latin Club 2; Argentian Staff, 2, 3, 4; Orchestra, 3.

MAXINE THORNTON
Argentian Staff, 2, 3; Latin Club, 2, 3; Operetta, 4; Cantata, 4; Glee Club, 4; Girl Reserves, 2, 3; Music Contest, 4; Typing Squad, 2, 3; Senior Play, 4; National Honor Society, 4.

CALVIN WHITE
Art Club, 2, 4; Track, 1.

JUNIOR WOLF
Pep Club, 1, 2, 3, 4; Annual Staff, 4; Press Club, 2, 3, 4; Argentian Staff, 2, 3, 4; Student Council, 4.

JOHN WILDMAN
Student Council, 4.

ESTEL WOODRUFF
Pep Club, 1, 2, 3, 4, Executive Officer, 4; Annual Staff, 4; Press Club, 3, 4; Basket Ball, 3, 4; Argentian Staff, 2, 3 4; Golf, 3, 4; Student Council, 1, 2; Class Officer, President, 2.

GLENN WISE
Football, 2, 3, 4; "A" Club, 4; Pep Club, 1, 2, 3, 4, Secretary-Treasurer, 4; Junior Play 3; Hi-Y, 1; Tennis, 2, 3, 4; Press Club, 2, 3, 4; Argentian Staff, 2, 3, 4; Latin Club, 1, 2; Operetta, 4; Cantata, 4; Glee Club, 4, Secretary-Treasurer; Student Council, 3, 4; Music Contest, 4; Class Officer, President, 3, 4; Senior Play, 4.

GLENDOULIA WOOLARD
Girl Reserves, 2, 3, 4; Typing Squad, 2, 3; National Honor Society, 4.

DERALD YOUNG
Operetta, 1, 3; Glee Club, 1, 3; Cantata, 1, 3; Music Contest, 1, 3.

Class of 1932

Officers

Glenn Wise.....President
June Savage.....Vice-President
Virginia Miles.....Secretary
William Browning.....Treasurer
Blanche Sackman.....Cheer Leader
Miss Frances Taylor, Mr. V. E. Timmins.....Sponsors

Class of 1933

First Row—Fry, Berns, Fisher.
Second Row—Belshaw, Baker, Girten, Denny, Bender, Bristow, Bush, Bohner, Carpenter.
Third Row—Ashlock, Cooper, Barton, Burger, Fritz, Badeker, Bruce, Burton.
Fourth Row—G. Anderson, Cooper, Goerlich, Benton, Blair, Clark, Gunn, Easter, Culp.
Fifth Row—Espy, Gravatt, Berry, C. Anderson, Allen, Brandon, W. Anderson, Dunlap, Doolittle, Colgan, Eike.

Wayne Miller.....President
Nathan Dix.....Vice-President
Helen Offutt.....Secretary
Stephen Hankins.....Treasurer
Clyde Derrington.....Cheer Leader
Miss Cora Luce, Mr. A. W. Brown.....Sponsors

First Row—Pearson, Olscene, Menegay, Derrington, Bruce.
Second Row—Hughes, W. Kerr, Haag, Johnson, Prather, House, Cathey, Martin.
Third Row—Hagemann, LaMar, McHenry, Lusk, Brown, Metz, Peterson, Miller, Osipik.
Fourth Row—Landon, Petty, Frye, Gates, Ketchum, Marsh, McKee, L. Kerr, Crockett.
Fifth Row—Kelley, Hills, Parkinson, Monsche, Hankins, Adams, Pursley, Huff, Larson.

Class of 1933

First Row—Shane, Robbins, S. Reed, Scott.
Second Row—Shartran, Timmerman, Waters, Webster, Henney, Thomas, Madison, Hutchinson.
Third Row—Rogers, Williams, Reynolds, Tipps, Siglor, Rhodes, Van Gosen, Rodriguez, Hall.
Fourth Row—Haas, Saler, Wells, Trent, Scherer, Spencer, Dix, Offutt, Schoonheart, Weyant.
Fifth Row—Seller, Wilhelm, Stover, Matney, J. Reed, Pruitt, Rose, Long, Wells.

Class of 1934

Alfred Brush ..... President
Opal Gaither ..... Vice-President
Twanette Madison ..... Secretary
Edythe Glass ..... Treasurer
James Kane ..... Cheer Leader
Miss Edna Barnes, Mr. F. S. Hoover ..... Sponsors

First Row—Crew, Baker, Daniels, Buckman, E. Cox.
Second Row—Bartel, Beavers, Brush, Cathey, Anderson, Dortch, Browning, Brill.
Third Row—Calvin, Burns, Bastel, Cowperthwait, E. Clark, M. Clark, Bryan, Decker, Deaver, Andrews.
Fourth Row—Beasley, H. Buckman, Buck, Duthoo, Beth, Dunn, Boice, Craig, Bard.
Fifth Row—Darnell, Bond, Browne, Coons, Askew, Anderson, Benezette, DeMuynck, Dishman.

Class of 1934

First Row—Gomez, Hall, R. Boice, D. Johnson.
Second Row—Hartegan, Haag, G. Johnson, Eisman, Keyes, Morrison.
Third Row—Kelso, Goebel, Glass, Johnson, Gould, Harmon, Hewitt, Harlan, Kendall.
Fourth Row—Jewell, Hoover, Elliot, F. Harris, Jordan, Holden, Gaither, Goerlich, Fones.
Fifth Row—Dreier, Gross, L. Harris, Fultz, Hedrick, Henney, Frick, Hultz, Heckman, Foster, Kane, Halcomb.

A special feature in the program prescribed for sophomores is the half-year course in vocations. The subject is one recently introduced to aid the students in determining the vocations they wish to follow and to plan their future courses accordingly.

First Row—Loomis, Gorman, Mason, Innes, Roth, Beth.
Second Row—McGee, Prince, Rider, Morris, Rose, Rice, Gartin, Gilyeat.
Third Row—Little, Larson, Modrell, Riggs, Loomis, Rives, Lehman, McCauley, Millert.
Fourth Row—Noe, Burgoon, Loiler, Meade, Calvin, McFadden, Price, Rice, Jameson, Mayo.
Fifth Row—Reynolds, Macleod, Huyck, Cornelius, Reese, Maes, Kingcaid, Harris, Larkin, Moore.

Class of 1934

First Row—Wing, Reed, Stevenson, E. Thomas, Mavity, Reith, Simpson, Madison, R. Tush.
Second Row—Smith, Terry, Wilhelm, Vanderwiele, Vaughn, Smith, Taylor, D. Thomas, G. Tush.
Third Row—Weaver, Vergot, Sherry, Merwin, Scott, Watson, Jones, Mitchell, Mankin, Paine.
Fourth Row—Shores, Wheeler, Tipton, Whalen, Taylor, Stewart, Williams, Winningham, South, Smith, Smithmier, Wells.

Class of 1935

James Brady.....President
Betty Bottomley.....Secretary-Treasurer
Eugene Hiatt, Leo Dickinson.....Cheer Leaders
Mrs Stella Cole, Mr. J. C. Shankland.....Sponsors

First Row—Deweese, Gray, Derrington, Barton, Booher, Brady, D. Griffin, Buck, Ketchum.
Second Row—Bottomley, Caudle, K. Griffin, Atkinson, Comley, DeLeon, Gordon, Gasket, Anderton, Forbes, Campbell, Evans.
Third Row—Fuller, Allen, Cantrell, Davidson, Brown, Butler, Duluard, Franklin, Bartez, Frary, F. Collins, Drollinger, Eckman, R. Dickinson.
Fourth Row—Compton, Callaghan, Carr, Green, Bender, Myers, Dargan, Anderson, Bastel, Bradley, Durham, M. Collins.
Fifth Row—Belshe, L. Dickinson, B. Griffin, Adams, Colclasure, Powell, Dillon, Benlon, Beemont, Babcock, Goff, Gower, Arnold, Gieck.

Class of 1935

First Row—Nixon, J. D. Richardson, Mavity, Irey, Mathews, Jones.
Second Row—Buckler, Ladenberger, Jenkins, Minnix, Wiseman, Jessee, McDonald.
Third Row—McKnight, Menegay, Lapham, LaMar, Reid, Reynolds, Kilmer.
Fourth Row—Mayes, Lovell, Patterson, Metz, Hutchinson, Salazar, Miller, Myers, Landon.
Fifth Row—Yoder, McGee, McGinis, Stone, Hatfield, A. Hultz, Hiatt, Hagan.
Sixth Row—Martinez, Macleod, Harland, Kier, Lewis, Woolworth, Heatherton, John, W. Steffens, Hawk.
Seventh Row—Lovelace, Martin, Holland, Tush, Murphy, McCarty, Hattley, Magnenat, Harris, Jirik, Higgins.

All of the 157 members of the freshman class who have completed fifteen units during their junior high school courses are granted certificates of promotion admitting them to the senior high school.

First Row—Smith, Walker, Hootman.
Second Row—D. Taylor, Watson, Williams, Wheeler, Richardson, Woolard, West, J. Stone.
Third Row—Riggin, Reagan, Trueblood, Service, Studdard, Vivian Thomas, Worthington, E. Thomas, L. Taylor.
Fourth Row—Stroud, Wintersteen, Stice, Sebo, Norwood, Velma Thomas, Weber, Pooker, H Taylor, Crossley.
Fifth Row—Ritter, M. Stone, Stewart, Rupard, Wilson, Norman, Redwine, Shannon, Wire, Schwitzgebel.

Class of 1936

First Row—Denny, Carpenter, Chisam, Fischer, Billups, Burke, Frank, Durre.
Second Row—Booher, Curran, Gibbons, Dutton, Cash, N. Baker, Cox, Darnell, Daniel.
Third Row—Dishman, E. Baker, Campbell, Appleton, Childs, Espy, Cathey, Gallup, Anderson.
Fourth Row—Edge, Coons, Gillespie, Baird, Anderson, Cooper, Fleming, Beasley, Goebel.

Raymond Kirkpatrick.....President
Robert Bean.....Vice-President
Fred Mason.....Secretary
Robert Davidson.....Treasurer
Jack Post, Alma Helen Pearl.....Cheer Leaders
Miss Lillian Jessup, Mr. E. A. Moody.....Sponsors

First Row—Hall, Rockhold, Martin, Hopkins, Maginny, Bean.
Second Row—Williams, Menegay, Rice, Hayes, Cash, Rives, Henninger, Lamphe, Doolittle, Greenwood, Beaird, McKee, Davidson.
Third Row—Weaver, Moore, Liston, Monroe, Gibson, Mason, Hagemann, King.
Fourth Row—Lehman, Keyes, Schiller, Tibbet, Meyers, Jessee, Seals, Chambers, Booher, Lillich.

Class of 1936

First Row—J. Thomas, Reagen, Pearl, Schiebel, Southerland, Thoman, Kirkpatrick.
Second Row—Porter, Nolte, Milburn, Nicholson, Weir, Sheriff, Smith, Van Brunt, Horton, Singleton.
Third Row—Kathleen Winningham, Reynolds, Thayer, Middleton, Noernberg, Shubaugh, Kenneth Winningham, Lynch, M. Thomas, Ritter, Poletis.
Fourth Row—Stewart, Robinson, Schleicher, Vochatzer, Stroker, Morris, South, Johnson, Terry, Rogers, Nalley.
Fifth Row—H. Thomas, Herbert Wildman, Stephenson, Thorstenberg, Offutt, Porter, Post, Saler, Tanner, Stiles, Hogan, Westfall, Harold Wildman.

Class of 1937

C. Jay Brown.....President
Warren Haas.....Secretary
Harold Zollinger.....Treasurer
Miss Edith Delaney, Mr. J. H. Nicholson.....Sponsors

First Row—Burger, Derrington, Eversole, Cooley, Ervin.
Second Row—Fiscus, Cole, Gregory, Button, Casey, Asher, Barnes, Buckman, Grey.
Third Row—Christine, Davis, Clark, Brown, Campbell, Fox, Conley, Gieber, Buck.
Fourth Row—Coons, Easter, Bordner, Cain, Gossett, Grimsley, Andrews, Gilcrest, Beaumont, Barret, Berns.
Fifth Row—Fredericks, Benlon, Babcock, Ashlock, Walter, Crockett, Fry, Dulard, Cromwell, Foster, Childers, Frank.

Class of 1937

First Row—Howe, Larson, Howard, Aubuchon, Brunk, Hale, Johnson, Mace, L. Manion.
Second Row—Hanna, Laverack, Lewis, Levy, Manion, Cooper, Hohner, Francis, Haas.
Third Row—McCoy, Lake, Harris, Landon, Harrison, McFarland, Jessee, Maybell, Macleod, Gordon.
Fourth Row—Halcomb, Fleetwood, Johnson, Liston, Miller, Kennedy, McDonald, Beemont, Magill, Madison, Keyes, Martinez.

In addition to taking the regular straight course, seventh grade students are permitted to make these half-year alternations: Chorus with sewing, and chorus with either mechanical drawing or manual training. In addition, they are given one play hour a day in the gymnasium for one-half the year.

First Row—Rice, Sebo, Spengler, Neville, Taylor, Wells, Reynolds.
Second Row—Service, Northam, Purington, Studdard, Rawlings, Pierce, Warrington, Richards, Tague.
Third Row—Tippet, Peterson, Pruitt, Woolard, Walker, Wolf, Tueffler, Sumner, Wilkes, Vohs.
Fourth Row—Schleicher, Thomas, Stice, Shutt, Schmeck, Weber, Purvis, Trowbridge, Sudduth, Prince, Zollinger, South, Wintersteen.

Senior Class

Amayo, Joe
Anderson, James
Ash, Dorothy
Beach, Blanche
Bender, Louis
Berns, Elbert
Bishop, Nadine
Boice, Wilma
Brown, James
Browning, William
Bruce, Murrell
Buck, Neil
Burch, Vernon
Campbell, Kathryn
Carr, Florence
Caudle, Arthur
Childers, Bernice
Childers, Leonard
Clark, Theodore
Cooper, Clayton
Cooper, Clyde
Craig, Bernard
Cromwell, Bernard
Dowell, Glenn
Dye, Mary
Eisman, Frederick
Ellerman, Helen
Fisher, Lillian
Foster, Thomas
Franklin, Nora
Fuller, Paul
Gaither, Edgar
Gibbons, Elda
Gibbs, Mildred
Gillespie, Joe
Girten, Bruce
Gould, Gladys
Gray, Earle
Haas, Betty
Harman, Mary Eileen
Harris, Vinita
Hewitt, Dorothy
Hull, Kenyon
Innes, Robert
Lake, Audrey
Lester, Harry
Lillich, Eva
Loetel, Charles
Madison, Billie
Mahr, Fred
Mason, Hazel
McCauley, Helen
McCullough, George
Middleton, Robert
Miller, Juanita
Miles, Virginia
Morris, Harold
Morrison, Wilma
Olson, Adolph
Ortega, Harry
Overly, Emil
Palmer, Jewell
Petry, Louise
Phalp, Margaret
Reed, Margarette
Rogers, Elton
Rowland, Russel
Rupard, Paul
Rusconi, Charles
Sackman, Blanche
Saler, Lucille
Savage, June
Sherry, Beatrice
Sherry, Bernice
Shores, Bessie
Sirridge, Catherine
Smeltzer, R. V.
Smith, Eleanor
Smith, Jim
South, Beulah
Southerland, Mildred
Steffens, Charles
Stockton, Harvey
Sudduth, Robert
Tabberer, Arthur
Tansey, Charles
Taylor, Maxine
Thomas, Kenneth
Thornton, Maxine
White, Calvin
Wildman, John
Wise, Glenn
Wolf, Junior
Woodruff, Estel
Woolard, Glendoulia
Young, Derald

Junior Class

Adams, Mary Louise
Allen, Ralph
Anderson, Charles
Anderson, Glenn
Anderson, William
Ashlock, Edna
Allison, Austin
Badeker, Delphine
Baker, Edgar Lee
Barton, Josephine
Beer, Robert
Belshaw, Lewis
Bender, Anna
Benlon, Florine
Berry, Paul
Bird, Haily
Blair, Theresa
Bohner, Joe
Brandon, Mary
Bristow, Wayne
Brown, Beverly
Bruce, Robert
Bruce, Woodrow
Buckman, Paul
Burger, Raymond
Burton, Kathleen
Bush, Clifford
Carpenter, Chester
Cathey, Charles
Clark, Janet
Colgan, Dorothea
Cooper, Genevie
Cooper, Mariwilla
Craig, Charles
Crockett, Lewis
Culp, Russell
Denny, William
Derrington, Clyde
Dix, Nathan
Doolittle, Randall
Dorrell, Calvin
Dunlap, Delmar
Dunn, Roberta
Easter, Nell
Eike, Mildred
Espy, Florence
Fisher, Joe
Fritz, Roy
Fry, Robert
Frye, Bernice
Gates, Lois Anne
Girten, Delores
Goerlich, Elizabeth
Gravatt, Jewell
Haag, Grace
Haas, Herbert
Hagemann, Junior
Hale, Esther
Hall, Juanita
Hankins, Stephen
Henney, Edward
Hills, Lorene
House, Arthur
Huff, Helen
Hughes, George
Hull, Raymond
Hutchinson, William
Jenkins, Lowell
Knapp, Howard
Johnson, Lewis
Kelley, Donald
Kerr, Loren
Kerr, Warren
Ketchum, Maurice
LaMar, Janice
Landon, Helen
Larson, Raymond
Long, Priscilla
Lusk, William
Madison, John
Madl, Gerald
Marsh, Dorothy
Martin, William
Matney, Helen
McHenry, Dorothy
McKee, Harold
Menegay, Glen
Metz, Marguerite
Miller, Wayne
Monsche, Mary Lou
Offutt, Helen
Olseene, Robert
Osipik, Alec
Parkinson, Winifred
Pearson, Lee Roy
Peterson, Paul
Petty, Charles
Prather, Orval
Pruitt, Florence
Pursley, Ruth
Pyle, Benny
Reed, Joe
Reed, Sam
Reynolds, Martha
Rhoads, Onea
Robbins, Billy

Rodriguez, Jesus
Rogers, Vernon
Rose, June
Saler, Olive
Scherer, Esther
Schoonheart, Clara
Scott, Edward
Seller, Donald
Shane, Charles
Shavtron, Le Roy
Sigler, Myron
Spencer, Helen
Stover, Elnora
Thomas, Robert
Timmerman, Charles
Tipps, Lowell
Trent, Glen
Van Brunt, Thurman
Van Gosen, Gladys
Waters, James
Weaver, Milford
Webster, Mary Ruth
Wells, Kenneth
Wells, Marjorie
Weyant, Ernest
Wilhelm, Bernice
Williams, Gilbert
Woods, Kenneth

Sophomore Class

Anderson, Harriet
Anderson, Russell
Andrews, Dale
Askew, Evelyn
Athsy, Rosa Lee
Baker, George
Bard, Melvern
Bartel, Matthew
Bastel, Julius
Beasley, Elden
Beavers, Carl
Benezette, Frank
Berns, Karl
Beth, Helen
Beth, Lloyd
Boice, Russell
Boice, Willard
Bond, Richard
Brill, Helen
Browne, Edwin
Browning, Elizabeth
Brush, Alfred
Bryan, Esther
Buck, Eileen
Buckman, Harold
Burgoon, Mildred
Burns, Ruth
Cathey, Waneta
Clark, Elsie
Clark, Marie
Colvin, Ralph
Coons, Carl
Cornelius, Jess
Cowperthwait, Anna Belle
Cox, Edward
Craig, Millicent
Crew, James
Daniels, William
Darnell, Margaret
Davidson, Howard
Deaver, Alfred
Decker, Glenn
DeMuynck, Albert
Dishman, Pearl
Dortch, Charlotte
Dreier, Leonard
Duthoo, Mary
Eisman, Martha Helen
Elliott, Evelyn
Fones, Edna Mae
Foster, Margaret
Frick, Joe
Fultz, Margaret
Gaither, Opal
Gartin, Ivan
Gilyeat, Wal De Lee
Glass, Edythe
Goebel, Margie
Goerlich, Helen
Gomez, Isidoro
Gorman, Ed
Gould, Maxine
Gross, Dorothy
Haag, Harry
Halcomb, Dick
Hall, James
Harlan, Wanda
Harmon, Mary
Harris, Claude
Harris, Floyd
Harris, Fredrick
Harris, Leo
Hartegan, William
Heckman, Charles
Hedrick, Melvin
Henney, Edna
Hewitt, Mildred
Holden, Jane
Hoover, Junior
Hulbert, Eleanor
Hultz, Mildred
Huyck, Edith
Innes, Peter
Jameson, Frances
Jewell, James
Johnson, Donald
Johnson, Emleen
Johnson, Gladys
Jones, Madonna
Jordan, Arline
Kane, James
Kelly, Gertrude
Kelso, Charles
Kendall, Florence
Keyes, Wilby
Kingcaid, Elsie
Larkin, Dorothy
Larson, Evelyn
Lattin, Leonard
Lehman, Lewis
Little, Alma
Loiler, Harold
Loomis, Erwin
Loomis, Ralph
Macleod, Harley
Madison, Twanette
Maes, George
Mankin, Doretha
Mason, Robert
Mavity, Britton
Mayo, Nedra
McCauley, Bud
McFadden, Ida Celeste
McGee, Le Roy
Meade, Stephen
Merwin, Bernice
Metz, James
Miller, Irmel
Millert, Julius
Mitchell, Billie
Moberly, Glynn
Modrell, Edward
Moore, Joe
Morris, Orville
Morrison, Catherine
Noe, Doris
Paine, Agnes
Price, Maxine
Price, Leveta
Prince, Frank
Reed, Ruth
Reese, Valda
Reith, Alice
Reynolds, Elva
Rice, Lloyd
Rice, Violet
Rider, John
Riggs, Cecil
Rives, Charles
Rose, Gene
Roth, Harold
Sawyer, Maurice
Scott, Mary
Shane, Christine
Sherry, Irene
Shores, George
Simpson, Emery
Singleton, Elizabeth
Smith, Erlene
Smith, Frances
Smith, Oma
Smithmier, Dorothy
South, Irene
Southworth, Pearl
Stephenson, Woodrow
Stiles, Fred
Stewart, James
Taylor, Bessie
Taylor, Junior
Taylor, Shirley Bell
Terry, Leslie
Thomas, Dorothy
Thomas, Edna
Tipton, Florence
Tush, Glen
Tush, Richard
Vanderville, Kathryn
Vaughn, Virginia
Vergot, Paul
Watson, Margaret
Weaver, Homer
Wells, Leo
Whalen, June
Wheeler, Dorothy
Wilhelm, Emmogene
Williams, Jewell
Wing, Robert
Winningham, Dorothy

Freshman Class

Adams, Hazel
Allen, Leigh Robert
Anderson, Helen
Anderton, Melvin
Arnold, Dean
Atkinson, Juanita
Babcock, Bernard
Barton, Marion
Bastel, Esther
Beemont, Jack
Belche, Robert
Bender, Madeline
Benlon, Darwin
Bertina, Ina
Booher, Kenneth
Bottomley, Betty
Bradley, Lorene
Brady, James
Brown, Ethel
Bryan, Ralph
Buck Richard
Buckler, Mary
Butler, Eunice
Callaghan, Catherine
Campbell, John
Cantrell, Edna
Carr, Geraldine
Caudle, Virginia
Colclasure, Lawrence
Cole, Marion
Collins, Florence
Collins, Mable
Compton, Gene
Comely, Hazel
Crossley, Gladys
Dargan, Louisa
Davidson, Mary
DeLeon, Simon
Derrington, Mable
De Weese, Irene
Dickinson, Leo
Dickinson, Rollie
Dillon, Doris
Drollinger, Mirel
Duluard, Lawrence
Durham, Jean
Eckman, Chett
Evans, Warren
Fisher, Walter
Forbes, Donald
Fox, Pauline
Franklin, Benjamin
Frary, Leola
Fuller, Jack
Gaska, Walter
Gieber, Richard
Gieck, Joe
Goff, James
Gordon, Raymond
Gower, Clarence
Gray, Dorothy
Green, Jack
Griffin, Berdeen
Griffin, Dennis
Griffin, Katherine
Haney, Marian
Harlan, La Dorna
Harris, Dale
Harris, Dorothy
Hatfield, John
Hattley, Tonnie
Hawk, Kenneth
Haynes, Helen Lucille
Heatherton, Richard
Hiatt, Eugene
Higgins, Harry
Holland, Dora
Hootman, Ralph
Hultz, Arthur
Hutchinson, Edward
Irey, Ralph
Jacobs, Everett
Jenkins, Irvin
Jessee, Jack
Jirik, Frank
John, Gordon
Johnson, Helen
Jones, De Forrest
Ketchum, Lyman
Kier, Marguerite
Killmer, Riley
Ladenburger, Oleita
La Mar, Louise
Landon, Marion
Lapham, Waneta
Lovell, Willene
Lovelace, Dorothy
Macleod, Elma
Magnenat,
Mary Elizabeth
Magines, Rose
Martin, Marie
Martinez, Herlinda
Matthews, Dow
May, Lee
McCarty, Evelyn
McDonald, William
McGee, Juanita
McHenry, Virginia
McKnight, France
Meginn, William
Menegay, Genelle
Metz, Marie
Meyer, John
Miller, Delmar
Minnix, Francis
Moberly, Clyde
Morgan, Dewey
Murphy, Lorraine
Norman, Lorine
Norwood, Frances
Patterson, Nancy
Pooker, Lois
Porras, Natalia
Powell, Donald
Redwine, Charles
Reed, James Norman
Reynolds, Everett
Richardson, J. D.
Richardson, Maxine
Riggin, Gertrude
Ritter, Evanelle
Rogers, Lester
Rupard, Gladys
Salazar, John
Schwitzgebel, Richard
Sebo, Thelma
Servos, Hazel
Shannon, John
Shutt, Robert
Slavens, James
Smith, Walter
Steffens, Wesley
Stewart, Leveta
Stice, Agnes
Stone, Jackson
Stone, Mary Jane
Stroud, Anita
Studdard, Gladys
Taylor, Donald
Taylor, Helen
Taylor, Lillian
Thomas, Edmund
Thomas, Velma
Thomas, Vivian
Trueblood, Evelyn
Tush, Edith
Vargas, George
Walker, Dean
Walker, Edwin
Warrington, Edward
Watson, Francis
Weber, Pauline
West, Emma Mae
Wheeler, Willa
Williams, Beulah
Wilson, Clyde
Wintersteen, Mary
Wire, Ralph
Wiseman, Clyde
Woolard, Merle
Woolworth, Theola
Worthington, Emogean
Yoder, Willadean

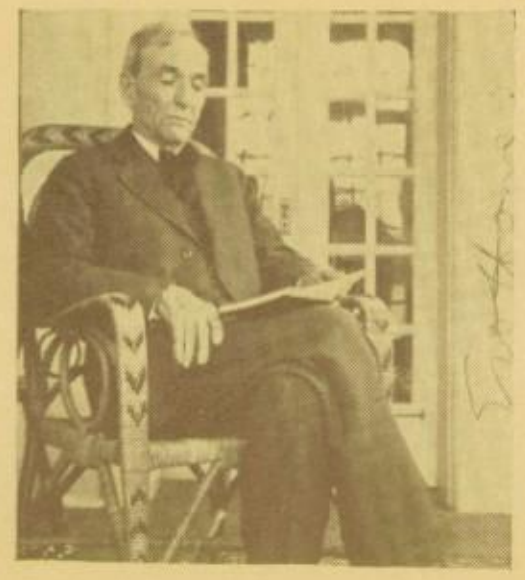
Eighth Grade

Anderson, Bob
Anderson, Florence
Appleton, Shirley
Baird, Frances
Baker, Esther
Baker, Norma
Beaird, William
Bean, Robert
Beasley, Harold
Billups, Maxine
Booher, Lucille
Brewer, Eugene
Burke, Louise
Campbell, Lucille
Carpenter, Mae
Cash, Bessie
Cash, Betty
Cathey, Mildred
Chambers, Harold
Childs, Grace
Chisam, Lowell
Coons, Dorothy
Cooper, Bernard
Cox, Maxine
Crockett, Billy
Curran, Barbara
Daniel, Paul
Dare, Robert
Darnell, Jack
Davidson, Robert
Denny, Virginia
Dishman, Archie
Doolittle, Norman
Durre, Helen
Dutton, Kathryn
Edge, Ellen
Espy, Helen
Fischer, Henry
Fleming, Charles Lee
Frank, Lois May
Gallup, Clarence
Gibbons, Ruby
Gibson, Walker
Gillespie, Grace
Goebel, George
Green, Arthur
Greenwood, Claude
Hagemann, Melloy

Hall, Dorothy
Hayes, Gladys
Hayes, Leola
Henninger, Peggy
Hogan, Denzell
Hopkins, Vincent
Horton, Carl
Hutson, Bessie
Jessee, Ralph
Johnson, Lester
Keyes, Emogene
King, Curtis
Kirkpatrick, Raymond
Lampe, Jack
Lamphere, Josephine
Lehman, Dorothy
Leonard, Clinton
Lillich, Roy
Liston, Sue Emily
Lynch, Ralph
Martin, Clifford
Mason, Fred
Mayden, Lawrence
McGinty, Paul
McKee, Melvin
Menegay, Ioma
Meyers, Ina
Middleton, Clem
Milburn, Margaret
Miller, Hazel
Monroe, Myra
Moore, Doris
Moore, Elmer
Morris, Huber
Nalley, August
Nicholson, Louise
Nixon, Vivian
Noernberg, Walter
Nolte, Ida
Numbers, Wayne
Offutt, Lyle
Pearl, Alma
Poletis, George
Porter, Jack
Porter, Rosa May
Post, Jack
Reagan, Ethel
Reynolds, Orlin
Rice, Marjorie
Ritter, Byron
Rives, Hazel
Robinson, Elta May
Rockhold, Virginia Lee
Rogers, Willard
Rutledge, Pauline
Saler, Mildred
Schiebel, Amy
Schiller, Helen
Schleicher, Benjamin
Seals, De Voine
Sheriff, Robert
Shubaugh, Charles
Singleton, John
Smith, Ruth
Smith, Virgil
South, Prella
Southerland, Carl
Stephenson, Helen
Stewart, Loretta
Stroker, Charles
Tanner, Clarence
Taylor, Loretta
Taylor, Robert
Terry, Elmer
Thayer, Donald
Thoman, Junior
Thomas, Hillis Eugene
Thomas, Jane
Thomas, Murrell
Thorstenberg, Clarence
Tibbitt, Eileen
Van Brunt, Grant
Vochatzer, Blanche
Walker, Gibson
Weaver, Mildred
Weir, Marion
Westfall, Robert
Wildman, Harold
Wildman, Herbert
Williams, Etta
Winningham, Kathleen
Winningham, Kenneth

Seventh Grade

Andrews, Clyde
Asher, Edna
Ashlock, Donald
Aubuchon, Julian
Babcock, Leonard
Baker, William
Barnes, Gene
Barrett, Leona
Beaumont, Francis Lee
Beemont, Rex
Benlon, Alvin
Berns, Marianna
Bordner, James
Brown, C. Jay
Brunk, Robert
Buck, Jimmie
Buckman, Jack
Burger, Raymond
Button, Ruby
Cain, Simpson
Campbell, Gene
Casey, Anna
Cash, Thomas
Childers, Lester
Christine, Arthur
Clark, Frances
Cole, Maxine
Conley, Raymond
Cooley, Seward
Coons, Dewey
Cooper, Emory
Cooper, Lewis
Crockett, Hazel
Croom, Eugene
Cromwell, Carol
Davis, Leo
Derrington, Walter
Dozier, Virgil
Duluard, Thelma
Easter, Wanda
Erwin, Lester
Eversole, Edith
Fiscus, Alberta
Fleetwood, Wayne
Foster, Carol
Fox, Jack
Frank, Harvey
Francis, Jack
Fredericks, Stacy
Fry, Rosalie
Gibbs, Warren
Gibson, Glenwood
Gieber, Julia
Gilcrest, Alice
Gordon, David
Gossett, Homer
Gray, Viola
Gregory, Eileen
Grimsley, Wayne
Haas, Warren
Hahner, Virgil
Halcomb, Lester
Hale, Edward
Hanna, Woodfern
Harris, Floyd
Harrison, Betty
Howard, Fern
Howe, Edward
Jessee, Betty
Johnson, Hiram
Johnson, Junior
Jones, Gereen
Kennedy, Dorothy
Keys, Clifford
Lake, Ivan
Landon, Dorothy
Larson, Grace
Laverack, Arlene
Leavey, May Virginia
Letellier, Gerard
Lewis, Lucille
Liston, Jerry
Mace, Leroy
Macleod, John
Madison, Bettie Lou
Magill, Dan
Manion, Leonard
Manion, Lydia
Martinez, Thomas
Maybelle, Leon
McCoy, Donald
McDonald, Raymond
McFarland, Preeton
Miller, Dorothy
Moberly, Lorraine
Neville, Nadine
Northam, Elnora
Paris, Sam
Petersen, Charles
Pierce, Lillian
Price, Glen
Prince, Harry
Pruitt, Ruth Bernice
Purinton, Bessie
Purvis, John
Rawlings, LaVerne
Reichart, Delmar
Reynolds, Elvin
Rice, Paul Lee
Schaal, Geraldine
Schleicher, Melvin
Schmeck, George
Sebo, Hazelmae
Serviss, John
Shutt, Thomas
Slavens, Grover
South, Jimmie
Spengler, Ruby
Standley, Vera
Stice, Maxine
Stiles, William
Studdard, Dorothy
Sudduth, Melvin
Sumner, Edna
Tague, Carl
Taylor, Marvin
Teufler, Margaret
Thomas, George
Tippett, Olin
Trowbridge, Naomi Ruth
Vohs, Ralph
Walker, Anna
Warrington, Earl
Weber, Edmund
Wells, Orlo
Wilks, Norma
Wintersteen, Helen
Wolf, Elsie
Woolard, Jean
Zollinger, Harold



Edward W. Howe

"It is the ambition of every man to make a success of life, because he knows it is the standard by which men are judged," said Edward W. Howe, writer and newspaper columnist. "Young people who are ambitious to become wealthy should not be criticized, for a man of money represents a lot of hard, intelligent, and useful work. This, of course, does not apply to cases of inheritance or gross luck. The man who accomplishes what he sets out to do is to be admired. From my own experience, I have learned that man's destiny is largely determined at birth, but some who are of the belief that determination can bring them anything they desire, have committed the greatest fault of man: overdoing. Their tendency, however, is to overdo only the good and fine things.

"The young person who goes to college and really learns something," Mr. Howe continued, "is to be admired. But the ones who study four years and acquire nothing, lack even the respect of the public. The man who knows his work and is a good, consistent workman always has a job. It is the poorly trained, inefficient worker who is always unemployed and ready to condemn others for his plight. The person who has prepared himself for a special vocation is the one who will be successful. Custom urges young folks to acquire an education, and it remains in their hands to take advantage of the opportunities open to them.

"Human beings are in the school of facts from the cradle to the grave," Mr. Howe said. "If children are pampered and petted when young, they will grow into young men and women who lack the simple virtues of courtesy and ambition. A person of good behavior, in other words a person of culture, possesses sobriety, fairness, politeness, and usefulness or success in life."

Mr. Howe's book, "Plain People", combines philosophy and biography to emphasize the statement so often made about him that "he is the only man alive who dares write and print what he thinks."

All organizations call for leaders, and because Edward W. Howe represents what is progressive in thought and leadership, this section of the book is dedicated to him.

Activities and Organizations

Orchestra and Band

First Row—Hoover, Wing.
Second Row—Southerland, Booher, Adams, McHenry, Miss Mona Walter (Sponsor), W. Kerr, Hultz, Childers.
Third Row—Millert, Jones, Loiler, Reed, Shubaugh, Brown, Rose, Haas, Davidson.
Fourth Row—Berry, Haag, L. Kerr, Knapp, Ketchum, Smith, Redwine, Wilson, Palmer, Powell.

The senior high orchestra made appearances this year in the junior play, senior play, Music Week, junior and senior high commencements and assembly programs. The orchestra has a membership of twenty-eight.

The band played at several football games and all home basket ball games.

Art Club

First Row—Derrington, Collins, E. Berns, Bishop, Gillespie, K. Berns, Phalp, Fry, Gaither.
Second Row—Walker, Boice, Nolte, Meyers, Carpenter, Denny, Dowell.
Third Row—Frank, Bottomley, Nicholson, Schoonheart, Miller, Baker, Schiebel, Durre, Cox, Smeltzer.
Fourth Row—Billups, Harrison, Gould, Mitchell, Ashlock, Goerlich, Robinson, Fones, Madison, Belshaw.
Fifth Row—Moore, Vochatzer, Dutton, Liston, Taylor, Winningham, Duthoo, Haney, Curran.
Sixth Row—Shores, South, Hayes, Edge, Lamphere, Doolittle, Miss Maude Hewitt (Sponsor), Milburn, Dulard, Burke, Menegay, Stephenson, White.

The instruction in the drawing classes is necessarily individual in character, so the Art Club functions as a unifying influence, composed of members of the two drawing classes.

Girls' Glee Club

First Row—Fisher, Palmer, Franklin, Harmon, Petry, Gross, Miss Mona Walter (Director), Smith, Larson.
Second Row—Sackman, Dye, Campbell, Cooper, D. Hewitt, Reed, Adams.
Third Row—Fultz, Easter, Bishop, Bernice Sherry, Taylor, Dortch, M. Hewitt.
Fourth Row—Savage, Larkin, Hale, Monsche, Lillich, Mason, Blair, Merwin, Pruitt.
Fifth Row—Thornton, Parkinson, Beatrice Sherry, Boice, Miles, Whalen, Gibbons, Pardee, Price.

Much interesting work has been done this year by the Boys' and Girls' Glee Clubs. The membership of the combined clubs is seventy-five.

The glee clubs were combined in presenting a Christmas cantata, the operetta, "Oh Doctor," and entering solos, quartet, and chorus numbers in competition with other schools in a contest held at Topeka, Kansas, April 16.

Boys' Glee Club

First Row—Stockton, Pearson, Miller.
Second Row—Innes, Bristow, Tabberer, Bohner, Cooper, Timmerman, Cromwell, Bush.
Third Row—Petty, Lusk, Weaver, E. Berns, Woods, Wise, Ketchum, K. Berns.
Fourth Row—R. Hull, K. Hull, Jenkins, Dix, Wells (pianist), Buck, Knapp, C. Craig, B. Craig, Tipps.

Student Council

First Row—J. C. Harmon (Sponsor), Gaither, Gomez, R. Innes, Mahr, Tabberer, Clayton, Cooper, Loetel.

Second Row—Carr, Buck, Brady, Miller, Wise, Clyde Cooper, P. Innes.

Third Row—Petry, Franklin, Childers, Frick, Palmer, Ash, Knapp, Brush, Kirkpatrick.

Fourth Row—Shutt, Benezette, Heckman, Gould, Miles, Sackman, Beasley, Jenkins, Stice, Sherry, Moore.

The Student Council of Argentine High School was organized six years ago for the purpose of developing school citizenship. The council is composed of the class presidents, editor and business manager of both the paper and the annual, presidents of the various school organizations, home room chairmen, hall monitors and the upper twenty-five per cent of the senior class.

Student Council members must pass in all subjects the current semester and must have passed in all subjects taken the previous semester. They must be good school citizens in that they at all times further the progress of the school, rather than hinder it.

Objectives of the organization this year were to give personality to the school's leadership, to act as a unifying agent, and to accomplish the following things: Promote school publicity, improve the campus, lessen the locker problems, compute the citizenship quotient through home room chairmen, and finance school activities.

Faculty members of the council were: Miss Maud Hewitt, Miss Frances Taylor, F. S. Hoover, J. C. Harmon, C. L. Richards and E. A. Moody.

Mustang pins were presented to Student Council members as a recognition of student leaders. Presentation of citizenship certificates to seniors who averaged a three or above and citizenship cards to senior leaders were other accomplishments of the club.

J. C. Harmon is sponsor of the organization.

The 1931 conference of the Missouri Valley Federation of Student Councils was held in Topeka on October 23 and 24. Students were there representing schools in Missouri, Colorado, Oklahoma, Minnesota, Nebraska, Arkansas, Iowa and Kansas. The Argentine representatives found that no school with an enrollment of from 500 to 1,000 offered its students an activities ticket at a price less than $5.00, and none included the school paper and annual in that amount. They all called for down-payments of from $2.50 to $3.00 and the remainder in installments of from twenty-five cents to seventy-five cents. The Argentine plan costs the student $3.60 and gives him free admittance to all home football games, all home basket ball games, the senior play, the operetta, all debates, reductions on tickets to games and plays at other schools, a year's subscription to the school paper and a copy of the school yearbook.

Booster Club

Left to Right—Morrison, Huff, Haas, Boice, Gunn, Ash, Reynolds, Brown, Offutt, Savage, Miss Edith Simon (Sponsor), Gates, Matney, Miles, Pursley.
Center—Harris, Sackman, Harman, Smith.

The Pep and Booster clubs sponsor "Hobo Day," an annual social event, and a picture show to raise funds for their banquet. They have charge of entertainment between halves at football and basket ball games and are the nucleus of the cheering section.

All persons wishing membership make application in the spring and must be passing in all subjects.

A cabinet composed of two seniors and two juniors of each club was in charge for the first semester. At the beginning of the second, election was held and the new officers took charge.

Pep Club

Left to Right—Haas, Wolf, Woodruff, Middleton, Fuller, Clayton Cooper, Loetel, Belshaw, Wise, Tabberer, Buck, J. H. Nicholson (Sponsor), Clyde Cooper, Bruce, Thomas. Berns, Wells.
Center—Trent, Dix, Madison.

Campfire Girls

First Row—Miss Lillian Jessup (Sponsor), Harriet Anderson, Hayes, Caudle, Pearl, Durre, Dortch, Dutton, Cash.
Second Row—Porter, Hultz, Taylor, Helen Anderson, Dargan, Appleton, Baird, Schiebel, Cox.
Third Row—Monroe, Walker, Stephenson, Moore, Curran, Nolte, Wintersteen, A. Stice, Leavey, Larson, Fry.
Fourth Row—Madison, M. Stice, Berns, Wintersteen, Sumner, Jessee, Laverack, Gregory, Kennedy, Barrett, Gilcrest.

The members of the We-el-kin campfire group held their regular meetings on Thursday of each week during the year. They sold candy and pencils and earned money to send two girls to the summer camp at Lanagan, Missouri.

The officers were: Betty Jessee, president; Helen Wintersteen, vice-president; Marianna Berns, secretary; Jean Woolard, treasurer; Eileen Gregory, scribe.

Beginning Journalism Class

First Row—Gould, Jones, Metz, Hall, Mitchell, Johnson, Clark, Rives.
Second Row—Kelso, Loomis, Smith, Morrison, Browning, Watson, Jameson, Cowperthwait, Wing.
Third Row—Meade, Burns, Mankin, Kelly, Eisman, Anderson, Vaughn, Harmon, Heckman.
Fourth Row—Moore, Kane, Huyck, Benezette, Thomas, Hoover, Darnell, Halcomb, Sherry, Browne, Wells.

Advanced Journalism Classes

First Row—Tansey, Burger, Rupard, Clark, Cooper, Tabberer, Martin, Derrington.
Second Row—Fritz, Loetel, Smith, Barton, Metz, Webster, Wise, Woodruff.
Third Row—Berns, Fuller, Eike, Dye, Gravatt, Franklin, Wilhelm, Frye, Gates, Gould, Shores, Cooper, Miller.
Fourth Row—Ash, Wells, Fisher, Mason, Lillich, Landon, Mahr, Wolf, Culp.
Fifth Row—Sudduth, Hills, Long, Carr, Timmerman, Haas, Huff, Pruitt, Rose, Anderson.

The Argentian, Argentine High School publication, is devoted to the interests of the high school. The policy of the paper is "always to boost, never knock," anything which will further the interests of the school.

The paper aims to give students and parents in the home a thorough knowledge of the school activities and an intimate slant on the problems confronting the teachers and students.

A bronze medal bearing the seal of the Columbia Scholastic Press Association on one side and the name of the winner was awarded the paper for the best feature story in a contest conducted at Columbia University. Only one medal of this sort is awarded each year to a high school paper in the United States. The Argentian also received a second place in the Columbia Scholastic Press Association in a group of eight hundred sixty schools, and an all-American rating in the National Scholastic Press Association contest.

EDITORIAL STAFF

Editor, Fred Mahr; Associate Editors, Florence Carr, Gladys Gould, Bernice Wilhelm, Marjorie Wells.

Sport Editors, Glenn Wise, Estel Woodruff; Assistants, Charles Tansey, Roy Fritz, Clyde Derrington.

Art and Photos, Charles Tansey, Arthur Tabberer, Theodore Clark; Assistants, Elbert Berns Herbert Haas.

Make-Up, Charles Loetel Clayton Cooper; Assistants, Paul Rupard, Russell Culp, Raymond Burger.

BUSINESS STAFF

Business Manager, Clyde Cooper; Assistants, Theodore Clark, Clayton Cooper, Russell Culp, Charles Anderson, Roy Fritz, Paul Rupard, Eva Lillich, Charles Timmerman.

Advertising Manager, Junior Wolf; Assistants, Estel Woodruff, Ralph Allen, Raymond Burger, Charles Anderson.

Other members of the Staff are:

Dorothy Ash, Betty Haas, Eleanor Smith, Arthur Tabberer, Lillian Fisher, Nora Franklin, Paul Fuller, Bessie Shores, Eva Lillich, Hazel Mason, Clayton Cooper, Glenn Wise, Robert Sudduth, Charles Loetel, Mary Dye, Paul Rupard, Jerome Martin, Roy Fritz, Beverly Brown, Martha Reynolds, Lorene Hills, Jewell Gravatt, Josephine Barton, Mildred Eike, Herbert Haas, Wayne Miller, Helen Landon, Priscilla Long, Ralph Allen, Charles Anderson, Raymond Burger, Elbert Berns, Clyde Derrington Lois Anne Gates, Helen Huff, Florence Pruitt, June Rose, Marguerite Metz, Mary Ruth Webster, Bernice Frye, Harriet Anderson, Frank Benezette, Edwin Browne, Elizabeth Browning, Marie Clark, Anna Belle Cowperthwait, Margaret Darnell, Evelyn Elliott, Martha Eisman, Maxine Gould, James Hall, Dick Halcomb, Mary Harmon, Charles Heckman, Junior Hoover, Edith Huyck, Emleen Johnson Madonna Jones, James Kane, Gertrude Kelly, Charles Kelso, Frances Jameson, Erwin Loomis, Doretha Mankin, Stephen Meade, James Metz, Billie Mitchell, Joe Moore, Catherine Morrison, Charles Rives, Irene Sherry, Erlene Smith, Dorothy Thomas, Virginia Vaughn, Margaret Watson, Leo Wells, Robert Wing, Ruth Burns.

Press Club

First Row—Miller, Woodruff, Burger, Rupard, Mahr, Cooper, Tabberer, Tansey, Loetel, Hall.
Second Row—Anderson, Fuller, Fritz, Webster, M. Wells, Carr, Haas, Gould, Shores, Browne, Wolf, Wise.
Third Row—Pruitt, Hills, Wilhelm, Gravatt, Huff, Metz, Lillich, Smith, Ash, Halcomb, L. Wells.

The Press Club serves as a means of bringing together members of the various journalism classes. The membership is based on scholarship and a required number of inches of news printed in the paper.

In the annual national high school awards contest conducted by the Scholastic Magazine, Jerome Martin won first place and a prize of ten dollars for the best historical article. His subject was, "Santa Fe Trail Records Are Brought to Light."

In the annual contest conducted by the University of Kansas, the Argentian won first place for an interview secured by Mary Ruth Webster and Gladys Gould; second place for an account of the method of handling a business problem, written by Clyde Cooper, and third place for a news story written by Bessie Shores.

Quill and Scroll

This is the third year Argentine High School has been a member of the Quill and Scroll society. The Quill and Scroll is an international honorary society for high school journalists. The requirements for membership in the organization are that students be juniors or seniors in high school and, in this school, that they first become members of the Press Club and that they do some creditable work in journalism.

Places in the contests conducted by the national organization, were won this year by Fred Mahr, Gladys Gould, Florence Carr.

An initiation service and presentation of pins in assembly is a custom of the club. Officers of this year were: Fred Mahr, president; Gladys Gould, vice-president; Charles Loetel, treasurer, and Florence Carr, secretary.

Members of the club are: Charles Anderson, Roy Fritz, Bessie Shores, Raymond Burger, Mary Ruth Webster, Gladys Gould, Charles Loetel, Fred Mahr and Florence Carr.

Annual Staff

First Row—Fuller, Rupard, Berns, Gillespie, Woodruff, Tabberer, Knapp, Wise, Clyde Cooper.
Second Row—Carr, Franklin, Dye, Reed, Smith, Tansey, Clayton Cooper, Clark.
Third Row—Wolf, Olson, Fisher, Mason, Lillich, Shores, Gould, Hull, Smeltzer.
Fourth Row—Harman, Harris, Haas, Bishop, Ash, Miles, Mahr, Loetel, Sudduth.

The section of creative work introduced into the annual last year proved such a success that a similar one has been used this year. Each teacher was asked to select one piece of work from her classes for use in that section.

The theme, "Living Kansas Authors," was used because it seemed appropriate as an incentive to original effort on the part of high school students.

Interviews were secured by members of the staff with the following writers of national note: Walter W. Filkin, poet; Mrs. Esther Clark Hill, poet; William Allen White, editor; Edward Howe, newspaper columnist; Dorothy Canfield Fisher, novelist, and Dr. Forrest C. Allen, sports writer.

STAFF

Florence Carr ..... Editor

Gladys Gould ..... Associate Editor

Miss Frances Taylor ..... Faculty Advisor

Bessie Shores
Charles Loetel
Dorothy Ash
Paul Fuller
Paul Rupard
} Assistant Editors

Glenn Wise
Mary Dye
Lillian Fisher
Eva Lillich
Arthur Tabberer
Howard Knapp
Nadine Bishop
Theodore Clark
} Ath'etics

Clayton Cooper ..... Business Manager

Fred Mahr ..... Asst. Business Manager

Junior Wolf ..... Advertising Manager

Estel Woodruff ..... Assistant

Adolph Olson ..... Assistant

Mary Eileen Harman
Eleanor Smith
Margarette Reed
} Classes

Charles Tansey
Arthur Tabberer
Betty Haas
Hazel Mason
Virginia Miles
R. V. Smeltzer
} Kodaks

Bessie Shores
Clyde Cooper
Robert Sudduth
Nora Franklin
Charles Loetel
} Organizations

Gladys Gould
Dorothy Ash
Eleanor Smith
Charles Tansey
} Creative Work and Features

Last year the Argentian placed first in its class in the Kansas State Contest conducted at Manhattan by the Kansas State Agricultural College. In the National Scholastic Press Association it won an All-American rating.

Debate Squad

First Row—Ash, J. C. Shankland (Coach), Campbell.
Second Row—Haas, Jameson, Easter, Jones.
Third Row—Loiler, Wells, Andrews, Huff, Craig.

This year an innovation in debating was carried out. During the two months of the debating season, each school of the Northeast Kansas League held a series of split debates. In these split debates each school sent an affirmative and a negative speaker to the other school. Here the negative speakers of the two schools debated as a team against the two affirmative speakers and the audience acted as judge. In addition to this type of debate, Argentine engaged in several forum debates with Wyandotte. At the end of the regular debate season, a tournament was held at Lawrence to determine the championship. In this tournament Argentine placed second.

Argentine defeated Wyandotte, Ottawa, Lawrence, Rosedale and Olathe, losing in the finals to Topeka. The debaters who were on the squad and took part in the split forum debates were: Marjorie Wells, Madonna Jones, Betty Haas, Bernard Craig, Theresa Blair, Nell Easter, Helen Huff, Frances Jameson, Kathryn Campbell, Dale Andrews, Harold Loiler and Dorothy Ash.

Those who debated in the tournament were: Betty Haas, Marjorie Wells, Bernard Craig, Frances Jameson and Kathryn Campbell.

Girl Reserves Cabinet

Left to Right: Sirridge, Miles, McHenry, Savage, Harman, Huff, Easter.

The 1931-32 Girl Reserves cabinet was composed of these officers: Virginia Miles, president; Dorothy McHenry, vice-president; June Savage, secretary; Catherine Sirridge, treasurer; Helen Huff, program chairman; Nell Easter, social chairman; and Mary Eileen Harman, social service chairman. A recognition service for new members opened the work for the year and a candle-lighting service in honor of the senior members closed the year's program. The Argentine chapter was represented at the all-city Washington Bicentennial program by the girls' quartet and a group who presented two skits.

Girl Reserves

First Row—Palmer, Campbell, Jameson, Jones, Mitchell, Johnson, M. Gould.
Second Row—Sirridge, Southerland, D. Hewitt, Browning, Morrison, Reed.
Third Row—Carr, Petry, Rhodes, Haag, Badeker, M. Hewitt, Bryan.
Fourth Row—McCauley, Dye, Bernice Sherry, McHenry, Cathey, Vaughn, Beach.
Fifth Row—Larson, Easter, Fultz, G. Gould, Adams, Merwin, Kelly.
Sixth Row—Holden, Gross, Beatrice Sherry, Hale, Scherer, Gunn, Parkinson, Smith, Eisman.
Seventh Row—Espy, Kingcaid, Pursley, Savage, Miles, Sackman, Hultz, Larkin.

The Girl Reserves' special purpose for this year has been, "Growth." The outstanding activities have been a valentine party, scrapbooks at Christmas and an Easter-egg-hunt party given the children of the Life-Line Mission. The Mother-Daughter banquet, March 10, had as its theme, "Internationalism."

The cabinet: Virginia Miles, president; Dorothy McHenry, vice-president; June Savage, secretary; Catherine Sirridge, treasurer; Helen Huff, program chairman; Beatrice Sherry, social chairman, and Mary Eileen Harman, social service chairman.

First Row—Fones, Schoonheart, Taylor, Watson, Bender.
Second Row—Craig, Mankin, Reith, Spencer, Brill, M. Clark, J. Clark, Askew.
Third Row—F. Smith, E. Wilhelm, L. Saler, Tipton, Madison, Thomas, Woolard, Frye, Phalp, Webster, Foster, Mayo.
Fourth Row—O. Saler, Hills, Gravatt, Eike, Miss Bess Wilhite (Sponsor), Metz, Harmon, Barton, Shores, Gibbs.
Fifth Row—Darnell, B. Wilhelm, E. Smith, Mason, Lillich, Haas, Williams, Huyck, Smithmier, Winningham.
Sixth Row—Long, Morrison, Beth, Wells, Harris, Ash, Bishop, Gates, Pruitt, Huff, Rose, Lake.

Typing Team

First Row—Burch, Bond, G. C. Brink (Instructor), Andrews, W. Browning.
Second Row—Webster, Jones, E. Browning, Bender, Cooper.
Third Row—Wheeler, Gravatt, Eike, Metz, Scherer, Gates, Badeker.
Fourth Row—Price, Wilhelm, Wells, Stover, Pursley, Morrison, Mayo.

A resume of competitive events won in past years is as follows:

City Contests, Kansas City, Kansas	1914, '15, '16, '17, '20.
Annual State Contests	1916, '17, '18, '19, '20, '21, '22, '23, '24, '25, '30, '31, '32.
Annual Northeast Kansas Contests	1921, '22, '23, '24, '25, '29.
Annual Inter-State Contests	1923, '24, '25.
City Inter-Scholastic Contests	1929, '30, '31.
Wyandotte County Contests	1929, '30, '31.
Pittsburg Scholarship Contests	1930, '31.
Argentine—Manual Training High School	1919.
Missouri Valley Typing Contest	1920.
Argentine—Rosedale Contest	1922.
Emporia State Normal School Contest	1923.
National Typewriting Contest, Chicago	1924.

All-Time State Typing Records are held by Argentine, both in speed and in accuracy, won by the following pupils:

Novice Speed Division—Miss Lucille Kelley, 1923; Record, 75 net words per minute.

Second-Year Speed Division—Miss Catherine Murray, 1922; 99 net words per minute.

Highest Net Rate Per Minute, "Perfect Writing"—Miss Shirley Sweezy, 1930; 60 words per minute without error.

Parent-Teacher Association

MRS. FRANK BENEZETTE
President

The object of the Parent-Teacher Association this year has been to bring about a closer contact between the home and the school. The room mother plan, a mother appointed to represent each room, brought pleasing results. The year's program was based on the Children's Charter, a product of the National Congress of Parents and Teachers, endorsed by President Hoover.

At the beginning of the school year the organization held a reception for the teachers in the new gymnasium. The activities of the year were financed by proceeds from a carnival and marionette show, under the auspices of the ways and means and art committees. A benefit tea was given for the scholarship fund. One of the outstanding things of the year was the valuable assistance given by the mutual help committee.

Founders' Day was observed with an interesting pageant and recognition of founders of the organization.

This organization assisted the Argentine Activities Association with the annual Community banquet. Professor W. A. Irwin, head of the political science department of Washburn College, Topeka, was the principal speaker.

A course of lectures on Child Study was conducted by Miss Marion Quinlan, associate professor of child welfare at Kansas State college, Manhattan.

At the April meeting the George Washington Bicentennial was observed with a program, and a colonial tea was arranged by the program and social chairmen.

Argentine Activities Association

The Argentine Activities Association was organized as a civic club, making Argentine a better place in which to live. The organization stimulates home building in the Argentine district by encouraging people to live here, locating factories here, and doing other things to promote home employment.

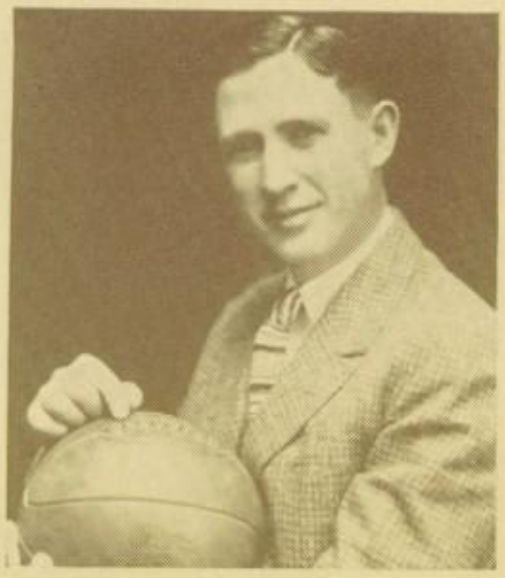
Street building and bridge construction are among the objectives the association carries out each year. The organization was instrumental in securing the Argentine High School gymnasium and athletic field, also in making the school's campus more beautiful.

The membership of the organization is open to any one whose residence is in the Argentine district. The fee is $5.00 per year. The largest membership comes from the business men of this district. Any one who does not belong to the association is privileged to give suggestions for the betterment of Argentine.

The Argentine Activities Association is entirely unpolitical. Politics has never entered into the meetings of the club and the leaders strive to keep the organization purely a civic one.

Each year the Argentine Activities Association sponsors a banquet in honor of the students who are at the head of the school organizations, and for any one connected with the school who wishes to attend.

The association stands for the Argentine High School and is ready to aid it whenever called upon.



Dr. Forrest C. Allen

"Too often students are petted and pampered in high school and made such babies of, that when they enter college they lack the ability to concentrate," said Dr. Forrest C. Allen, director of athletics at the University of Kansas. "This is especially true of those who take active part in athletics. When the directors discover the students' talents, they consider them more highly and of more importance than their scholastic eiigibility to play on the team. Then the student is naturally prone to take the attitude that he is so important and necessary to the team and its success, that he quite openly slights his lessons and in a short time finds himself totally unable to study with any degree of success.

"One and one-half hours of daily training are all any athlete should take. This is sure to keep him physically fit and yet will not be a hinderance to his scholastic work. There are two aims of athletics. The first is exercise and the second is recreation; both vital points in the human search for health and happiness," Dr. Allen explained. "My only advice to high school athletes is not to dwell too much on sports. If they are emphasized too strongly the student will suffer."

When asked about the popularity of the present day sports, Dr. Allen said, "Football is a man's game and basket ball a woman's game. I don't necessarily mean from the standpoint of actually playing the game, but from a critic's viewpoint. The primitive desire of man to see two men or animals match physical strength in a hand-to-hand combat is shown in the great liking for football. Those players on the field in helmets, cleated shoes, and shoulder pads are nothing more than warriors battling to overpower their foe. The appeal of basket ball to women," he continued, "is due to the fact that the ball is always out in the open where it can be seen and every action of the play is distinguishable. I am quite sure that basket ball, football, and baseball will never be replaced by new sports, although the popularity of soccer and ping pong is rapidly increasing."

Dr. Allen is the author of "My Basket Ball Bible" and other books dealing with the proper playing of popular sports.

Since Dr. Allen is not merely a director of athletics, but is also the author of books dealing with athletics, this section of the book is dedicated to him.

Athletics

Football

By winning over Rosedale on Thanksgiving day on a slushy, snow-covered field 12-6, Argentine won the city championship and ended a most successful football season with but one defeat. Argentine finished in third place in the Northeast Kansas League and placed five men on The Kansas City Kansan All-City team. During the season the Argentine team scored six victories, one tie, and one defeat, and scored seventy-six points against fifty-six by opponents. In three games opposing teams were held scoreless.

Joe Amayo, Argentine quarter and fullback, was placed on The Kansas City Star's Greater Kansas City team. Captain Howard Knapp, Robert Innes, Joe Amayo, Russel Rowland and Glen Menegay made the Kansas City Kansan's All-City team.

The defeat of the season came in the second home game at the hands of the Leavenworth team, which finished in second place in the Northeast Kansas League, 6-25. The first home game resulted in a tie score of 12-12 against Lawrence. The team defeated Osawatomie 7-0, Lees Summit 7-6, Wyandotte 12-7, Olathe 14-0, Shawnee Mission 6-0, and Rosedale 12-6.

In the initial contest of the year Argentine fought hard, but it was not until the last quarter that the winning touchdown was scored by Joe Amayo. Charles Craig added the extra point for a total of Argentine 7 and Osawatomie 0.

An open date was filled by Lees Summit and the Missouri eleven was defeated by Charles Craig's point after touchdown when Alfred Brush scored on a fake reverse. The Lees Summit touchdown came on a long pass behind the Argentine safety, but the try for extra point was blocked. The game ended 7-6 in favor of Argentine.

The first game on the home field resulted in the only tie game of the season, with the Lawrence high school, 12-12. Argentine led throughout the first half and third quarter, but the worm turned and Lawrence scored to tie the score and a little later scored what were thought to be the winning points, but a decision gave Argentine the ball on the Lawrence one-yard line, where Joe Amayo put over the ball to tie the score.

After losing to the Leavenworth eleven, Argentine came back strong before a record crowd of 2,500 on the Argentine field. Argentine swept Wyandotte off its feet and scored two touchdowns in the first quarter. It then took on the defense and held the Wyandotte team until the fourth quarter, when a passing attack took Wyandotte down the field, where a short pass over the goal line was completed. The extra point also came from a pass. The game ended near the Wyandotte goal with the score 12-7.

The following week the team went to Olathe and defeated the Olathe team in an

First Row—Brush, Innes, Amayo, Craig.
Second Row—Wise, Stockton, Knapp, Menegay, Rowland, Mason, Waters.

Football Squad

First Row—J. C. Lonborg (Coach), Macleod, Riggs, P. Buckman, Fisher, McGee, Mavity, C. E. Swender (Coach), Derrington, Hall, Dunlap, Gomez, Taylor, J. C. Shankland (Coach).

Second Row— Middleton, Wise, Mason, Keyes, P. Innes, Stockton, Knapp, Waters, Menegay, Rowland, Miller, Walker, Irey.

Third Row—Loetel, Baker, Ketchum, Jenkins, Madison, Brush, R. Innes, Amayo, Craig, Richardson, Lusk.

easy contest, 14-0. The game was played in ideal weather and the numerous penalties on Argentine kept down the scoring considerably.

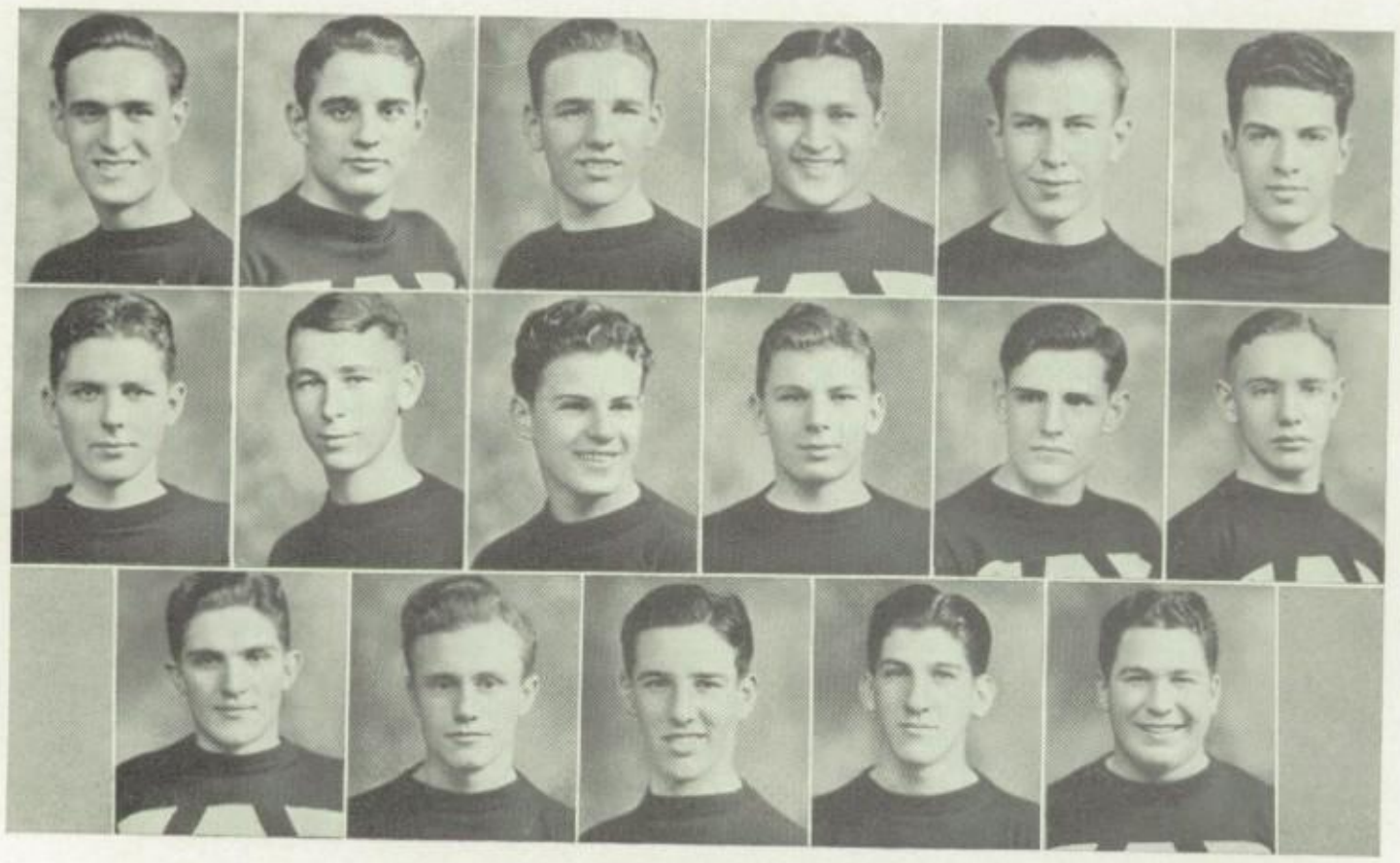
Shawnee Mission showed much fight, but Argentine held the line at the critical moments and eked out a poor 6-0 victory.

In the final game of the season the highly favored Rosedale eleven were trimmed on a slushy field, with snow falling and the temperature at freezing. The fighting Argentine team drove time and again into the Rosedale line, and Alfred Brush, Charles Craig and Joe Amayo were constant ground-gainers for the Argentine eleven. On the defense Lowell Jenkins, substitute end, and Glenn Wise blocked kick after kick, one of which resulted in the touchdown that won the game. Robert Innes, with his furious tackling, stopped the Rosedale backs time and again. Homer Campbell was the only Rosedale back who was a constant ground-gainer. His long runs enabled Rosedale to score its lone touchdown. Argentine was headed for another touchdown when the game ended with the score 12-6.

Seventeen white letters were given out at the annual football banquet, which was given by the mothers of the football boys. More than forty boys attended.

City Championship Football Banquet

Football Lettermen



First Row—Knapp, Craig, R. Innes, Amayo, Stockton, Wise.
Second Row—Rowland, Middleton, Madison, Miller, Menegay, Mason.
Third Row—Jenkins, Brush, P. Innes, Ketchum, Keyes.

HOWARD KNAPP, Captain
Left tackle

CHARLES CRAIG
Captain-elect
Half back

ROBERT INNES
Half back

JOE AMAYO
Full back, Quarterback

HARVEY STOCKTON
Right tackle

GLENN WISE
Right end

RUSSEL ROWLAND
Center

ROBERT MIDDLETON
Half back

BILLIE MADISON
Half back

WAYNE MILLER
End

GLEN MENEGAY
Right guard

ROBERT MASON
Left guard

LOWELL JENKINS
Left end

ALFRED BRUSH
Half back, Quarterback

PETER INNES
Guard

MAURICE KETCHUM
Half back, End

WILBY KEYES
Guard

REQUIREMENTS FOR LETTER IN FOOTBALL

The requirements for a letter in football this year were different from those of last year. The player's winning a letter depended upon his playing. The coach was the judge. A player might play in one game only and by doing something outstanding win a letter, or he might play the whole season and by his willingness and effort win a letter.

Senior High Basket Ball Teams

First Row—J. C. Shankland (Assistant Coach), Hoover, Harris, Wells, Terry, J. C. Lonborg (Coach).
Second Row—Dix, Woods, Hall, P. Innes, Mason, Williams, Petty.
Third Row—Madison, R. Innes, Steffens, Ketchum, Eisman, Cox.
Fourth Row—Trent, Burch, Overly.

The basket ball team during its first year under the direction of Coach John Lonborg set something of a record in winning five games by the narrow margin of one point. Argentine tied for fourth place in the Northeast Kansas League and was second in the city race.

The first game of the season, with the Liberty, Missouri, high school, was a reverse for the Argentine quintet.

After the first defeat, the team experienced a winning streak and conquered the Ward, Excelsior Springs, Liberty, Lawrence, Atchison and Rosedale quintets before finally being stopped by the strong Leavenworth Eagles.

The Lawrence game on the home court was the only overtime game of the season. The team had to put all its reserve power into play to down the fighting Lion quintet.

The game with Rosedale was another victory for the Mustangs. Argentine was pressed hardest in the last quarter, when the infuriated Green and White quintet was battling for its first victory, but the gun ended the rally with Argentine barely in the lead, 19-18.

The game with the Leavenworth quintet upset the Mustangs' hopes and tumbled the ranking from a tie for first place in the league. The Leavenworth team started Argentine on a short losing streak in which it lost to Shawnee Mission by a 20-22 score and to the fast Olathe quintet 18-22.

The Ottawa cagers were beaten on their home court by a determined set of Argentine basketeers, 20-19.

Wyandotte smothered the Argentine quintet and showed a great deal of power in the 41-15 victory. The Rosedale game on the home court was won by a comfortable margin of 17-12

The team was at its best form for the Topeka game and the smaller Mustang quintet came close to upsetting the second-place Capitol City quintet.

Wyandotte won the final game of the season by a 31-24 score.

Junior High Basket Ball

First Row—Jenkins, Miller, Terry, Shannon, Fuller.
Second Row—C. E. Swender (Coach), Steffens, Brady, Hultz, VanBrunt, Thomas, Hutchinson, Allen.
Third Row—Buckman, Salazar, Heatherton, Irey, Richardson, Hiatt, Bean, Wiseman.

The junior high school team showed a decided improvement over the quintet produced last year, which passed a season without winning a game, by winning three of the eight games played in the junior high school league. The loss of two very capable guards, one at the opening of the season because of age, and another in mid-season, caused a weakness in the defense. The number of defeats does not show the ultimate strength and teamwork which the squad showed in all of the games.

The schedule was a round robin between Northwest, Central, Wyandotte and Rosedale junior teams. C. E. Swender was in charge of the first team and J. H. Nicholson coached the second team.

The junior high team defeated the Northwest team twice during the season. The first contest on the Northwest court was close to the final quarter when the Argentine junior team forged to the lead and won, 11-8. The second game showed a lopsided score, going to the Argentine quintet.

Central junior won two contests from the junior high team, but only after very heated battles. The first game showed a Central advantage more than the second, because the game was played on the small Central court.

The first game with Rosedale junior high team was won from it on the Rosedale court, but an improved Rosedale quintet gave the Argentine junior team its only bad defeat of the season.

The games with Wyandotte freshmen were close, hard-fought contests, with the Argentine junior high quintet being nosed out in the final quarter in the first game and after an overtime period in the second. Wyandotte won the junior high championship.

Boys' "A" Club

First Row—Weaver, Stockton, J. C. Lonborg (Sponsor), Steffens, C. Craig, Menegay.
Secoid Row—Amayo, R. Innes, Wise, Ketchum, Trent, Thomas, Dorrell, P. Innes, Miller.
Third Row—B. Craig, Mason, Jenkins, Madison, Waters, Knapp, Keyes.

Members of the Boys' "A" Club are leaders in the school because they stand for a high type of sportsmanship and school spirit. All students who have won a letter in a competitive sport at Argentine High School are eligible.

The "A" Club sponsors an annual banquet.

The officers of the club are: Robert Innes, president; Charles Craig, vice-president; Wayne Miller, secretary; Howard Knapp, treasurer.

Golf Squad

First Row—J. C. Shankland (Coach), Tansey, Woodruff, Hall, Cathey, J. Madison, Culp, J. C. Lonborg (Coach).
Second Row—D. Harris, Waters, B. Madison, Colvin, Beer, F. Harris.

An eighteen-inch golf player in action, cast in silver on an ebony standard, was won by the 1930-31 golf team of Argentine High School, representing Kansas state championship. In addition, three members of the team won individual first-place medals.

The team played matches with teams from these high schools: Rosedale, Wyandotte, Shawnee Mission, Paola, Pleasanton, Olathe and Lawrence. Two players were entered in the Baker relay tournament and a four-man team was entered in the Northeast Kansas League tournament.

Track Team

First Row—C. E. Swender (Coach), Madison, Stockton, Innes, Mavity, Miller.
Second Row—Knapp, B. Craig, C. Craig, Baker, Jenkins, Weaver, Brush.

The track prospects were the brightest in years this season. More than forty men reported for first practice. C. E. Swender took charge of the practice and had a nucleus of eight lettermen upon which to build his team. The schedule included two triangular meets in the city and several dual meets with Rosedale. The inter-class tournament was won by the junior class, which displayed a great deal of strength in the dashes, high jump and broad jump. Seniors took second place and took all the strong-men events—shot-put, javelin and discus.

In the early practices, two new track prospectives were uncovered who proved valuable assets to the team in the field events. Baker was easily the best high jumper in the school and showed his strength in several meets. Stockton was another valuable find in the shot-put and placed high in the meets.

The track events were not as strong as the field events, but several sure winners were among the group of lettermen and candidates who took part in the meets. Miller was a consistent winner in the half-mile run and Mason was a valuable man in the mile run. Weaver and Craig were the mainstays in the short dashes, and Weaver was the star broad jumper.

In the Northeast League meet held May 7, Wilby Keyes took a second place in the discus; Harvey Stockton took third in the shot-put; Wayne Miller, fourth in the half-mile; the half-mile relay team composed of Weaver, Jenkins, B. Craig, Baker, and the medley relay team composed of Weaver, Baker, C. Craig, and Mason took fourth place. Argentine took seventh place and qualified the above men for the sectional meet to be held at Topeka.

Milford Weaver was captain of the team for the year.

Girls' Basket Ball Teams

First Row—Sackman, Spencer, Harris, Bottomley, Haney, Taylor, Miss Ruth Dunmire (Instructor).
Second Row—Easter, V. Thomas, Palmer, Williams, D. Thomas, Noe.
Third Row—Landon, Wells, Bertina, Miles, Richardson, Smith, Gaither.

In the girls' inter-class basket ball tournament, the juniors were the victors.

Any girl from the eighth grade to the senior class, inclusive, was allowed to try out for the teams. The teams were chosen by Miss Ruth Dunmire, coach.

Six members made up the first team for each class, with a second team composed of the same number of girls. The positions which make up the team are: Two forwards, two guards, one jumping center and one running center.

The ten games were played after school hours.

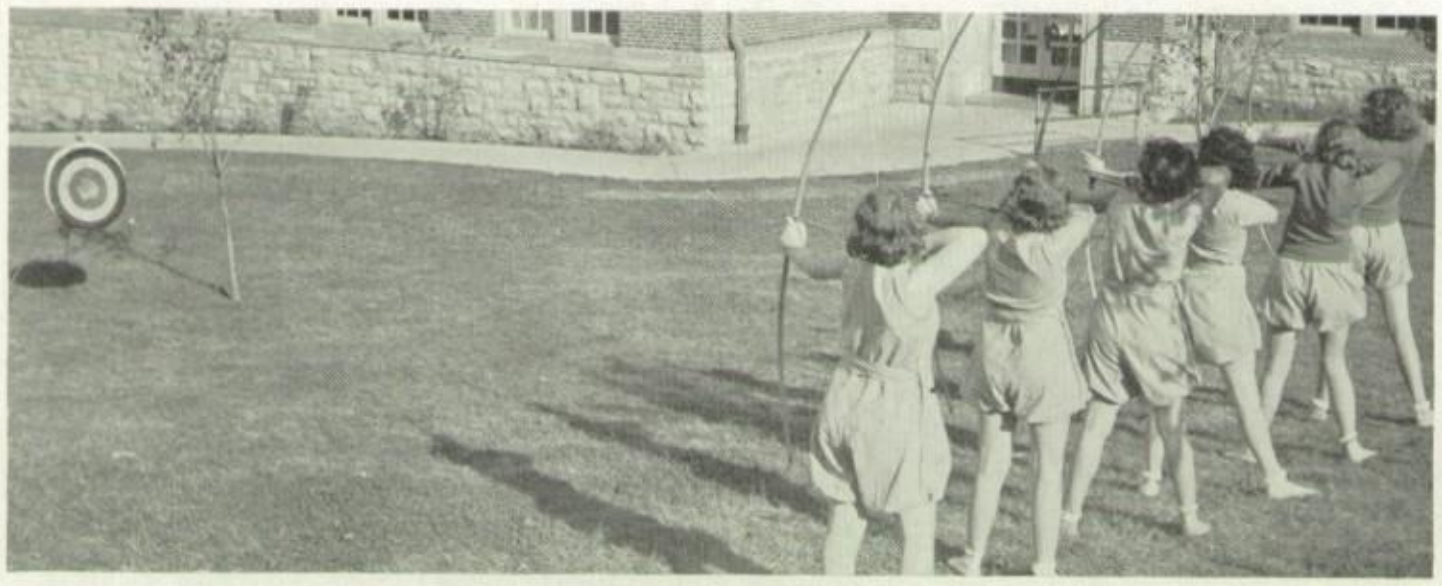
Nell Easter was captain of the winning junior class team.

Girls' "A" Club

For every game in which a girl plays she is given a certain number of points. When the total of one thousand points has been earned, she becomes a member of the Girls' "A" Club. There were five members in the club this year.

The officers of the club were: Virginia Miles, president; Wilma Boice, vice-president; Blanche Sackman, secretary; Lillian Fisher, treasurer, and Eva Lillich, sergeant-at-arms. Miss Ruth Dunmire, gymnasium instructor, was sponsor.

Archery



Left to Right—Sherry, Thornton, Colgan, Goerlich, Reynolds, Brown.

Mrs. Margaret Hill McCarter

"There is just as much latent talent along the literary lines as there is along the lines of medicine, law, and science among the students of today," said Mrs. Margaret Hill McCarter, novelist. "Good novels are merely portrayals of real life, because people cannot be made to do things in books that they don't do in everyday living.

"Because I always use a real incident or experience as the theme of my novel, I can write the book in chronological order, beginning with the first chapter," she explained. "The plot develops as I go along and I never have to outline the story before writing it. How do I find names for the characters? That is rather a difficult task, because I always try to use names which are uncommon and I am sure won't appear in the newspaper within a few days after my story is published. With the steady increase in population, however, this is becoming a harder practice to keep up."

When asked wherein the best possibilities for stories lie, Mrs. McCarter said, "The history of Kansas is rich in plots for novels. The lives of the pioneers were so full of interesting, thrilling, heart-rending experiences that stories just roll from them. For example: I recall having heard of a woman who was forced to cut off another woman's hand at the wrist when it became caught in some machine wheels. Those women were not only wives and mothers, but cared for the sick, made clothing, bullets, and candles and when their husbands and sons were away fighting the Indians, even carried on the work in the fields."

Mrs. McCarter began her career as a writer by composing short stories and sketches which were compiled into what she terms "Gift Books". To date she has written eight novels. These in the order of their publication are: "Homeland", "The Reclaimers", "Vanguards of the Plains", "Winning the Wilderness", "A Master's Degree", "A Wall of Men", "The Price of the Prairie", and "Widening Waters".

As a novelist Mrs. Margaret Hill McCarter centers her interest on creative work. Because of that, this section of the book is dedicated to her.

Features and Creative Work

A Tribute to Kansas

DOROTHY CANFIELD FISHER

I was a rather small girl when my mother took me from Lawrence to Paris for a year's schooling, and during that year my father, Professor James Hulme Canfield, made the change from Kansas University to Nebraska. So I never went back to Lawrence. My recollection of it was the fragmentary one of any child—the hard-beaten earth of the Quincy Street school house, Miss McCollister, who taught the Sixth Grade, and who was disrespectfully called "Old Miss Calico," the visits to our home of Willis Gleed, my dearly loved Godfather (who was a Regent of the University, I think, afterward), and the climb up the little hill to the University and my father's office. It always seemed a very small elevation to me, even as a child, because I was always sent back here for all summer vacations to the Vermont home, set in the midst of mountains.

But if my own personal recollections are not very dramatic or different from those of any child of that age, anywhere, the reflection from my father's love of Kansas is still golden bright in my memory. He loved the young state, the young University and the eager, enthusiastic young men and women who were spending themselves to build up the new Commonwealth into the right kind of a home for further Kansans. He had a long, successful, ardent, useful life, of which the Kansas years were only a part. But no period of his life was ever happier for him, and hence beloved of his children, than the years in Kansas.

This was written for the Argentine High School Annual by Mrs. Dorothy Canfield Fisher, author of "The Home Maker", "Bent Twig", "Understood Betsy", "Rough Hewn", "The Brimming Cup", "Home Fires in France" and other well-known books.

"The Call of Kansas"

MRS. ESTHER CLARK HILL

Surfeited here with beauty, and the sensuous-sweet perfume
Borne in from a thousand gardens and orchards of orange bloom;
Awed by the silent mountains, stunned by the breakers' roar—
The restless ocean pounding and tugging away at the shore—
I lie on the warm sand beach and hear, above the cry of the sea,
The voice of the prairie, calling, calling me.

Sweeter to me than the salt sea spray, the fragrance of summer rains,
Nearer my heart than these mighty hills are the wind-swept Kansas plains;
Dearer the sight of a shy, wild rose by the roadside's dusty way,
Than all the splendor of poppy fields ablaze in the sun of May.
Gay as the bold poinsettia is, and the burden of pepper trees,
The sunflower, tawny and gold and brown, is richer to me than these.
And rising ever above the song of the hoarse, insistent sea
The voice of the prairie, calling, calling me.

Kansas, beloved mother, today in an alien land,
Yours is the name I have idly traced with a bit of wood in the sand;
The name that flung from a scornful lip will make the hot blood start;
The name that is graven, hard and deep, on the core of my loyal heart.
Oh higher, clearer and stronger yet, than the boom of the savage sea,
The voice of the prairie, calling, calling me.

In an interview with Mrs. Hill, shortly before her last illness, she granted permission to publish this poem and print her picture.

The poem was written when Mrs. Hill was in California and was longing for her home state.

"Veiled Eyes"

MRS. ALBERTA MCMAHON SHERWIN

Enfolding darkness never born of night,
Has veiled my eyes and dimmed my sentient brain;
Imagination languishes; in vain
I seek comparison, unknowing sight.
Were lilies cadenced harp notes, could the bright
Roses be song, or vibrant poplars rain,
Or sunshine permeating lute's refrain,
I then could visualize your world of light.

Your heaven, too, is strange, with pearly thrones,
With golden streets, and gems of orient hues;
For gold and jewels are no more than stones,
I crush frail color in the sunlit dews;
But when you say that peace and kindness blend,
And heaven is love, oh, then I comprehend.

Mrs. Sherwin is a local poet. Her poem, "Veiled Eyes", was awarded second place in the Kansas State Authors' Club contest of 1930.

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1. Madame Chere
2. Six Old Maids
3. Three Basketeers
4. Bud and Nadine
5. Junior Play Leads
6. Virginia and Maxine
7. Taps
8. Mr. Richards' Speedboat
9. Ruth and Mary Ruth

6

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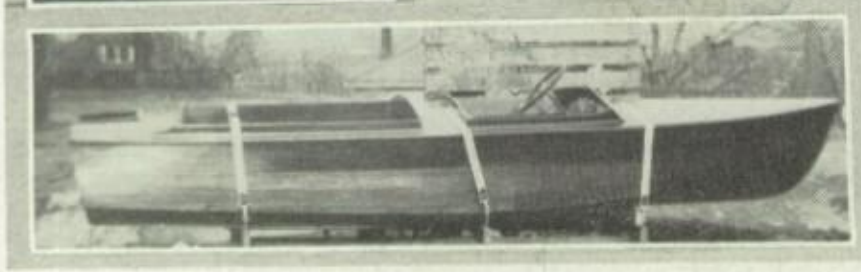

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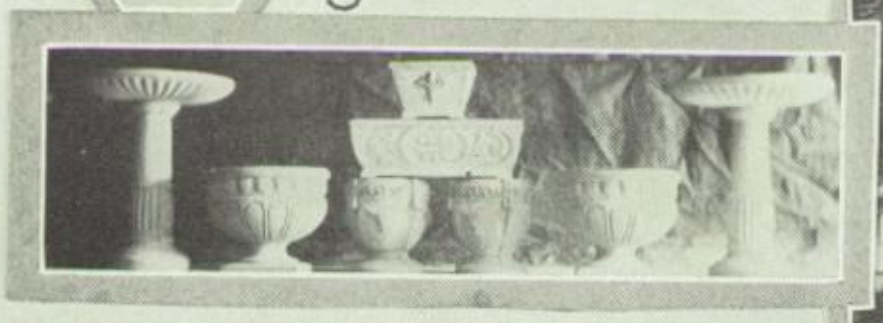
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1. Betty 2. Quill and Scroll
3. Trades Information Exhibit
4. To the rear, March!
5. Girls' "A" Club
6. Audrey
7. Mary Eileen
8. Tiny Tots
9. Whose big feet?
10. The Conjuror's Stone

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OPERETTA

3

1. Miss Walter

2. Headliners

3. Sanitarium Inmates

4. Bessie and Rainbow

5. Manual, Bessie and Pancho

6. Raymond and Kenyon Hull

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Cuts from School Paper

MICKEY MOUSE

SINCERELY YOURS—
MICKEY MOUSE
WALT DISNEY

Drawn by W. E. Disney, for Argentian

BROKEN LEGS NO HANDICAP

Paul Rupard, George Hughes

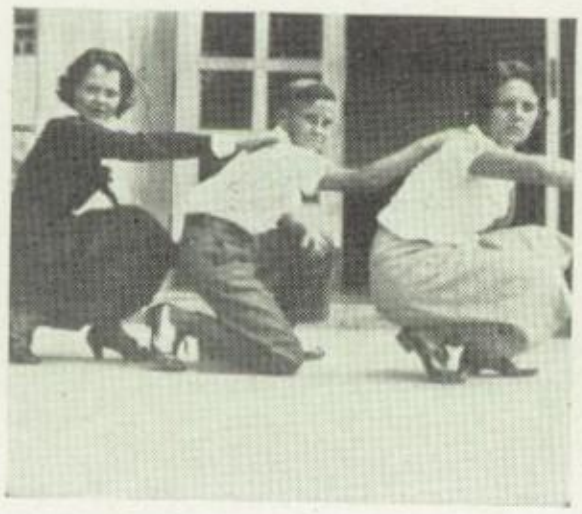
CAFETERIA FORCE

Virginia Miles, Wilma Boice, Mrs. Kathryn Gates, Mary Dye, Mrs. Cecil Davis, Mrs. Hattie McClun, Lillian Fisher.

OFFICE FORCE

Dorothy Ash, Glendoulia Woolard, J. C. Harmon, Eleanor Smith, Miss Danneberg, Mary Eileen Harman, Wilma Boice, Mildred Gibbs.

CHEER LEADERS



Wells, Powell, Sackman

SENIOR HIGH "GYM" TEAM

McCullough, Sigler, Fritz, Martin, Jenkins, Van Brunt, Green (Instructor).

The Roaming Day Dreamer

By Warren Gibbs, Seventh Grade Geography

I sat at my desk as the sun set low,
And watched the traffic come and go.
My weary thoughts began to roam
Far from the toils and cares of home

I thought I stood on Egypt's sand
And watched the straggling caravans;
I saw the restless nomads roam
With but a tent to call their home

All along the muddy Nile,
I heard the splashing crocodile:
And through the jungle dark and deep
The lions and the tigers creep.

I saw at Kimberley day by day,
The black man wear his life away,
Mining gems for women fair
To wear on their hands or in their hair.

I stopped awhile in Monaco
And thought I'd win a little dough,
But an hour or two with the gods of fate,
Found my pocketbook in a terrible state.

Then on I went over to Rome
And there I heard Vesuvius groan:
I visited the pope and his vast domain,
Where wealth and treasures for years have lain.

On to Switzerland, the land of fame,
Where men are men that play the game;
Where sports are clean and hills are white,
And a jump with skiis is a beautiful sight

Over to London, the town of power,
Where "Big Ben" daily tells the hour,
And tradesmen both from far and near
Gather the worth of her wares to hear

I thought of places where I might go.
Where peaks are high and white with snow
Of cities large, and many a street,
And Russia's endless plains of wheat.

But I was getting travel worn
And weary with each coming morn
For after you've traveled o'er mountain and plain,
There's nothing so fine as your own home lane.

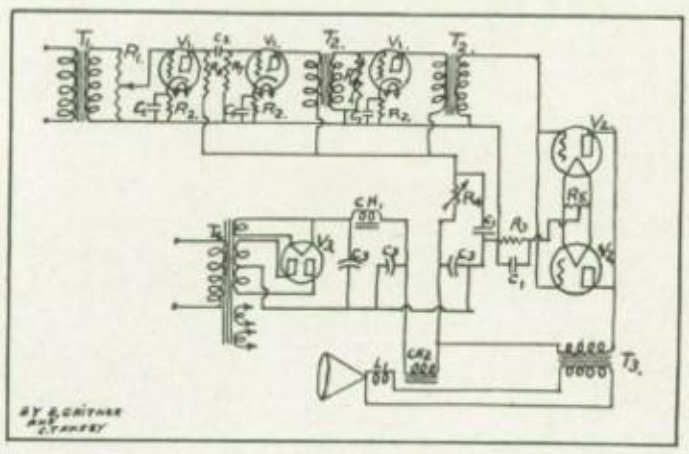
But I had heard of Paris fair
And the beautiful ladies that are living there,
I said that I'd make that my home
Because I wanted no more to roam.

Although 'twas fancy that made me travel,
I found those places lovely where people gambol.
But alas, and alack, although my fancies roam,
I never get far away from home.

Public Address Amplifier

By Edgar Gaither and Charles Tansey, Twelfth Grade Physics

T_1 Microphone transformer
T_2 Audio transformer
T_3 Output transformer
T_4 Power transformer

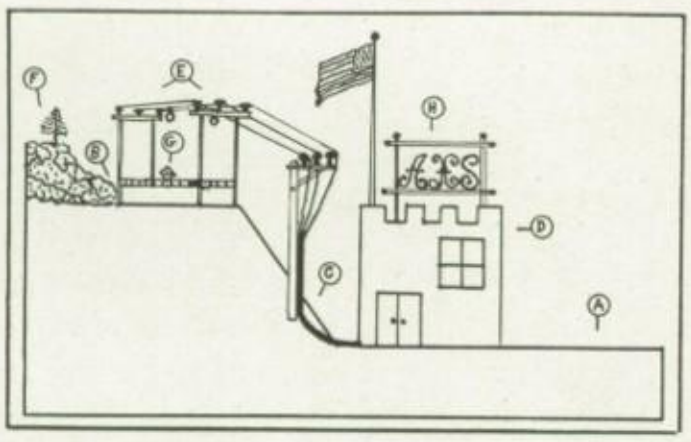


R_1 500,000 ohms resistance
R_2 2,000 ohms resistance
R_3 750 ohms resistance
R_4 0—100,000 ohms resistance, variable
R_5 20 ohms resistance center tapped
R_6 100,000 ohms resistance
R_7 .5 megohm resistance
C_1 1 M. F. D. condenser
C_2 .01 M. F. D. condenser
C_3 18 M. F. D. mershon condenser
V_1 Type '27 tubes
V_2 Type '80 tube
V_3 Type '45 tubes
CH_1 Filter choke
CH_2 Speaker field
L_1 Voice coil

This project was constructed as creative work by several boys in the physics department. Its purpose is to amplify sounds which are transmitted into the microphone. As the sound waves pass into the microphone they set up electrical vibrations which pass through the amplifier circuit. The circuit is made up of transformers, tubes, condensers and resistors. Each one of these has a certain purpose or does certain things to the vibrations as they pass through the circuit. The vibrations are increased by the transformers and the tubes about 3 to 1 and 8 to 1 respectively. After the electrical vibrations have passed through the circuit they are greatly increased and pass into the speaker where they are again transformed into sound.

Model of Hydro Electric Project

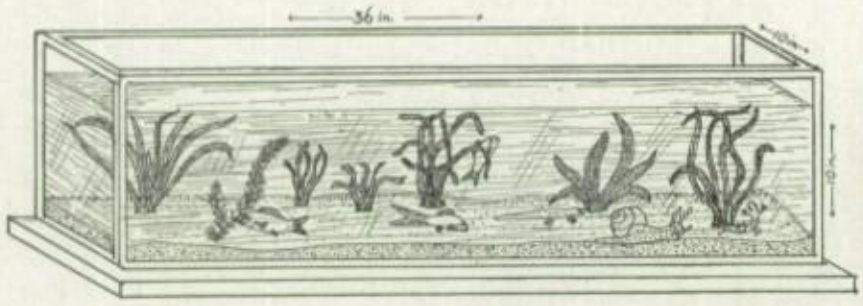
By Frank Jirik, Ninth Grade General Science



The model of the dam is about three feet long and about fifteen inches wide. It is constructed in a wooden box lined with concrete (A). It represents a Hydro Electric plant. The water is pumped into a reservoir (B) above the dam (C) by a miniature centrifugal pump driven by a small 110 A. C. motor. Part of the water runs down a spillway over a fish-ladder. The rest of the water passes through a power house (D) and is supposed to generate power which lights up the dam and power house. There is a small step down transformer which supplies the needed electricity for the three-wire lighting system (E). A natural effect is given by rocks, trees, and grass (F). Above the fishladder is a small sign, "No Fishing" (G). On top of the power house is a flag pole with a small American flag. Across the top of the power house there is an ornamental brass sign (H). The model was constructed by a science pupil with the aid of the science class. It was made in connection with the study of water power.

A Balanced Aquarium

By Charles Heckman, Tenth Grade Biology



I was prompted to build an aquarium because I was interested in aquatic plants and animals and an aquarium was the best way of observing these. I first bought twenty feet of medium weight angle iron for eighty cents to make the frame. I next procured the glass from the wind shields of two old Ford cars for the ends, sides, and bottom. This makes a good aquarium glass because it is thick and strong. I then cut the glass for the bottom, ends, and sides to the desired sizes. (See diagram). The frame was made by bending each of two pieces of the angle iron into a rectangular shape after sawing a V-shaped piece from one side of the angle with a hacksaw where each of the four corners was to be formed. The two ends of each rectangle were joined by riveting to another piece of iron. These two rectangles formed the top and bottom of the frame. The upright pieces were cut to the correct lengths and riveted to the top and bottom of the frame at each of the four corners. All holes were bored with an electric drill and soft iron rivets were used. This frame rests on a 1¼-inch piece of pine board to which it is fastened with screws and extends beyond the frame two inches at the ends and 1¼ inches at the sides. Then the glass was inserted into the frame, care being used not to chip the edges. The next step was to cement the glass so that the aquarium would hold water.

A formula for making the cement can be found in any book telling how to construct an aquarium. The formula which I used was as follows: One part red lead, one part litharge, eight parts putty together with pure raw linseed oil to the consistency of stiff putty. The mixture was rolled into the corners of the glass using the back of a teaspoon to smooth it down. The aquarium then was set aside for a week to let the cement dry, during which time I painted the frame green. The cement became solid but not hard. After it had dried I thoroughly washed it out with water, then filled it with water, and let it stand a day or two. After this I filled in the cracks and crevices between the iron and the glass with the remainder of the cement. The bottom was covered to a depth of two inches with thoroughly washed sand.

The next thing was to put plants in it. I got about twelve plants at the ten-cent store which I planted in the sand. I had three gold fish which I put in the aquarium. Then I went to a small creek and got seven small common minnows and five small perch. I secured two snails at the ten-cent store and some pond snails at a small lake. I put in some sea shells, a castle, a "mermaid", a rock cave and piece of red coral for ornaments. A little boy sitting on the side of the frame fishing was added. The total cost of the aquarium was $1.98. It has a capacity of thirteen gallons which will support about thirteen fish, each an inch long.

In a properly balanced aquarium the water need not be changed. The snails are scavangers and keep the aquarium clean. The plants give oxygen to the water used by the animals in respiration and the animals give to the water carbon dioxide used by the plants in photosynthesis.

Boat Construction

CONSTRUCTED BY ADOLPH OLSON AND MURREL BRUCE

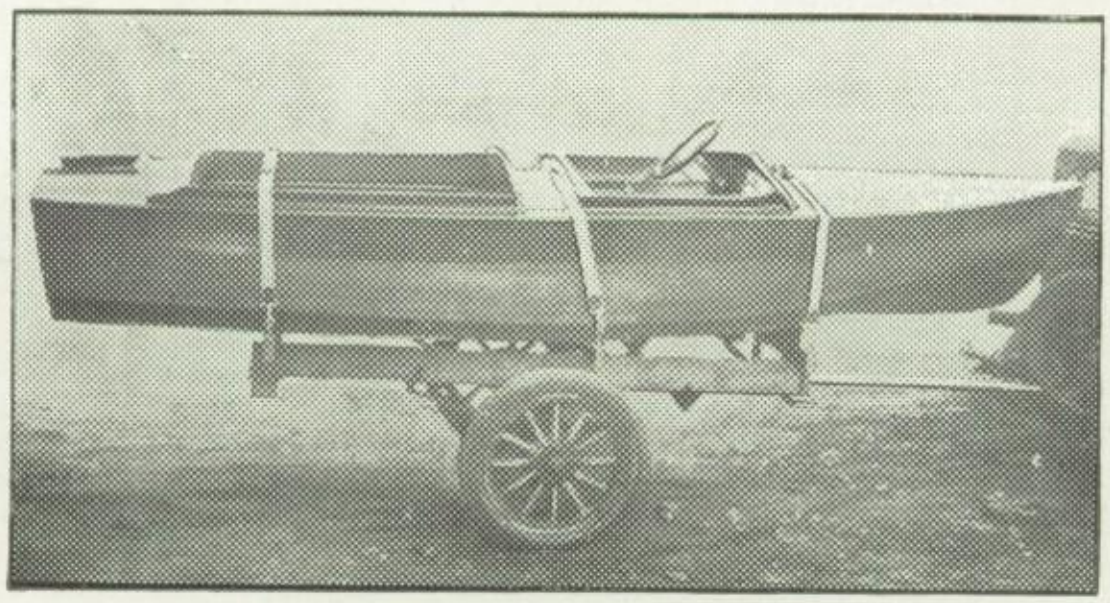
By Olson and Bruce

As part of the creative work in industrial arts, twenty-four students with the aid of C. L. Richards completed an outboard motor boat.

This boat is sixteen feet long, and fifty-two inches wide. The planking for the sides and bottom is of Philippine mahogany, the ribs of oak. Seam bottom construction was used to prevent leaking. In the construction of the boat twenty gross of brass screws, five pounds of copper nails and six dozen brass bolts were used.

This boat will be used on the Lake of the Ozarks with an Elto quad, thirty-six horsepower outboard motor.

Perhaps the most difficult task taken up in the manual training department of this school was the complete construction of this eleven and one-half foot outboard racing boat, built by Adolph Olson and Murrel Bruce.

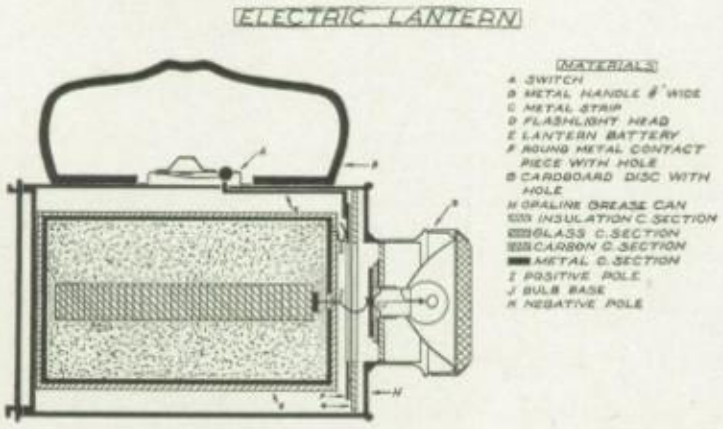


Built by Students Out of School Hours

Electric Lantern

BY GRANT VANBRUNT, EIGHTH GRADE

DRAWING BY JACK FULLER, NINTH GRADE TRADES INFORMATION



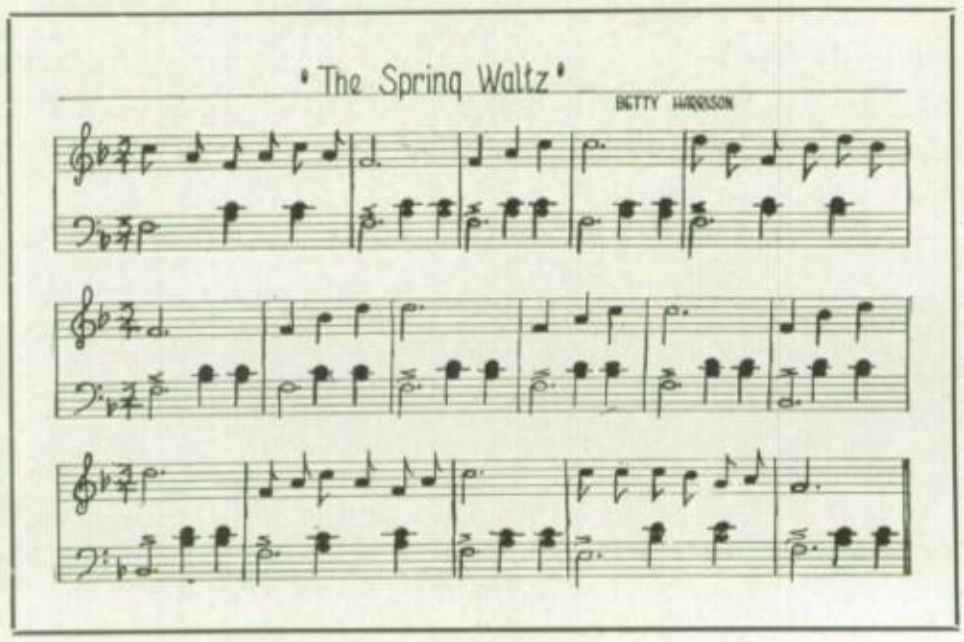
For the body (H) I used an old Opaline grease can. I cut a hole in the bottom of the can and soldered around it the head of an old flashlight.

I removed the switch (A) from the old flashlight and fastened it to the grease can by using copper wire for rivets. To the switch (A) is fastened a metal strip (C) insulated by cardboard paper (G) which leads to the contact plate (F). The contact plate is also insulated from the can by cardboard paper (G).

The handle (B) I made from an old cotter key that I found in the railroad yard. It is fastened to the can by friction tape.

I used a discarded battery (E) from a switchman's lantern after I recharged it on a charging machine I have at home. The can and battery are of the proper size, insuring a perfect fit after the lid of the can is securely fitted in place. Pressing on the switch (A) closes the circuit causing current to flow from the positive pole (I) to the base of the bulb (J). After passing through the bulb filament the current returns to the outer metal part of the bulb. From this point it follows the body (H) to the switch. From the switch, the current follows the contact strip (C) back to the contact plate (F) which touches the negative post (K) and completes the circuit.

An Original Composition



This original piece of music was composed entirely by Betty Harrison of the seventh grade chorus class.

The Race

A SHORT STORY

By Gladys Studdard and Mary Elizabeth Magnenat, Ninth Grade English

Jenney Wan was the Kentucky blue grass favorite. She stood fourteen hands high, with four white stocking feet and a white star on her forehead. The rest of her body was coal-black. At the end of her second year, Jenny Wan had won twelve races.

Colonel Reb, the owner of Jenney Wan, made arrangements to go to New York for the fall racing at Belmont Park. The second week, Colonel Reb decided to enter Jenney Wan in the race against New York's most popular race-horse, Gold Star.

It was a hot July afternoon. The crowd milled around the grandstand; barkers called out their bets, urging the people to place them now because they were selling

rapidly. On the other side of the field were the stables for the race-horses. Chewing his expensive cigar, Colonel Reb stood at the door of stable No. 22 and watched his negro groom brushing Jenney Wan's black coat. To prevent the skin's being torn, the negro wrapped white bandages around the horse's forelegs. As he did so he spoke to the Colonel.

"Ya knows, Massa Reb, they's bettin' two to one on dat Gold Star hoss."

"Yes, Bambow, but Jenney Wan will give that Gold Star horse a run for his money."

"Yassa, yassa, her shur will, won't you, Jenney?" chuckled the negro, giving the horse a slap on the neck.

Fifteen minutes later the jockey, a grandson of Colonel Reb, hurriedly approached and led the beautiful Jenney Wan away to the track. It was then that the air was filled with excitement and enthusiasm. Even Jenney herself began to prance. Everyone began to crowd about the rail fence to watch the line-up of the ponies. There was much confusion among the horses, but Jenney was able to walk quietly into the starting box without assistance. The surroundings became very quiet as everyone was waiting patiently for the trapdoor to spring open.

"Bang!" sounded the pistol as the trapdoor opened.

"They're off!" cried Mrs. Reb, grasping Colonel Reb's arm. "See, there's Jenney Wan! She's coming right along."

"Yes, yes," declared Colonel Reb very enthusiastically.

Up in the grandstand, in a small, odd-looking cabinet, Colonel and Mrs. Reb could hear plainly the radio announcer.

"The famous Jenney Wan is fourth in the first lap. Gold Star's taking the lead nicely. They're rounding the bend. Jenney Wan is edging up to second place. They'll soon be on the home stretch. Here they come. My! the dust is certainly thick. I can't tell which horse is leading. There's a horse passing Gold Star. It's Jenney Wan, the Kentucky horse! She's won the race!"

The race was over. Everyone who wanted Jenney to win fairly screamed with excitement. Even the little old gentleman sitting next to Colonel Reb told him that Jenney surely was a miracle.

Washington and the Constitution

By Marjorie Wells, Eleventh Grade Speech Class

On the Virginia bank of the lower Potomac, upon a sightly prominence, lies one whose greatness of character has built a nation and whose life is one of the shining chapters of history. He sleeps in the loving arms of Mt. Vernon, where the Potomac hears each day the message of a people's love and adoration. His is not a magnificent tomb of gilt and gold; it boasts no rare marble of priceless value. No gilded dome catches the rays of the morning sun; no arch or column sets forth the deeds and worth of the Father of his country. He does not need them, for the unwritten bene-

dictions of millions who have visited there cover the walls of the tomb. The love and gratitude of all America settle upon it in everlasting sunshine and, while it stands, the latest generation of the children of our country will make a pilgrimage to it as a shrine, and when it crumbles away, the memory and the name of Washington will shed an eternal glory on the spot.

Why is Washington so loved and revered? Why will the memory of our first president be an inspiration to all Americans? What is it about his character and life that fires the imagination of youth?

Let us draw the picture of what George Washington's life wrought in the world from that February day of 1732 until his death sixty-seven years later.

When Washington was a young man, America was under the rule of the government of the British parliament, which looked upon the colonies beyond the sea with a certain amount of jealousy. England desired the colonies as a market for her own products. She feared them as rivals in her own trade. As a result, there was a constant checking of enterprise, interfering with the vigorous activity of the younger colonies and a hampering of their growth, their freedom of action and their trade by sea. While this was taking place, French occupation of the country lying west of the mountains checked expansion by land.

The colonists belonged to thirteen separate and distinct communities, each with its own government and its own particular grievance, with little to bind them together. Even after the War of the Revolution started there was no united strength. Congress was weak and meddlesome, the soldiers were undisciplined and often mutinous. There were jealousies and slanders almost beyond our present ability to believe. Those were the conditions at the time of the Constitutional Convention. When Washington attended the Constitutional Convention he was fifty-three years of age. He possessed the mind of a man with wisdom and experience. It could easily be seen that the feeling toward him was one of devotion, almost of reverence. This grand soldier was unanimously elected chairman of the convention. Everyone trusted in him and knew that he would become the first president of the new union.

George Washington did not speak much at the convention, as he was chairman. Yet, without his influence and spirit the Constitution would never have been what it is. Indeed, the convention could not have proceeded without him. Washington was the guiding spirit of that assembly.

After the Constitution was drafted he labored constantly, chiefly by letters to his friends, to arouse public opinion in its favor. Certainly, without his support the Constitution would have been defeated in Virginia, and without Virginia the new plan would almost surely have failed.

True, many wise and great men contributed to the new constitution. We never forget Franklin, the diplomat; Patrick Henry, the firebrand; Morris, the financier, nor Hamilton and Madison, but we recall, too, that, though there were many others, there was only one Commander-in-Chief; though there were many followers, there was only one leader. There were many great politicians, but there was one great and far-seeing statesman who owed his greatness to his fundamental sense of justice and fair dealing for all men.

So, in 1799, twelve years after that historic convention, when the great life of Washington closed, the thirteen colonies were free and independent states, managing their own affairs, and united in a permanent union under a well-devised constitution. With clear honesty, unfailing justice, straight thinking and sincere unselfishness, Washington's efforts had succeeded in bringing order from chaos, security from insecurity, a government of thirteen states under a strong federal government, instead of a weak association of thirteen separate units.

That is why the memory of our first president will always be an inspiration, and that is the reason his life and character fire the imagination of all people.

Our Debt to the Romans

By Ruth Burns, Tenth Grade

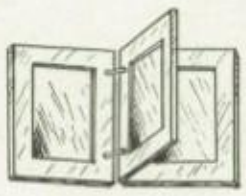


TABELLA (TABLET)

PUPA (DOLL)

PILA (BALL)

EDWIN BROWNE-CAESAR.

Our club of the present day,
With its barber shop and cafe;
The soft, luxurious lobby;
The room for every man's hobby;
This from the bath of Rome,
The rendevouz of ancient Rome.

The life under the big top;
The aerialist and his flipflop,
The pink lemonade, and the clown,
Elephants and lions going 'round.
This from the Arena of Rome.
The axis of gayety in Rome.

Christmas, holiday of holidays,
With tinsel and gifts gay,
When all is forgiven and peace
Reigns supreme and duties cease,
When servants were masters in Rome.

The brilliant first night of a play,
Then running for days and a day;
Comedy and tragedy, but not,
After all, an original lot;
The wrath of the gods in Rome
Established drama, in Rome.

Dear old golden rule days;
Fun and work in many ways.
And the "master" even now,
Guides, and controls each row,
As in the times when boys in Rome
Went to school with a slave, in Rome

But the greatest of all
Came after Rome's fall;
For Rome showed the way
To law, order, and play.
And each nation's fair rule
Came from Rome, the world's jewel.

By Dorothy Harris, Ninth Grade

Unus, duo, quattuor and tres,
Decem is ten and octo is eight,
So you see that Latin is quite up to date?
Yet our native language, so it is said
Is made from a language, supposedly dead.

Mathematics

PUZZLE I

By Lyle Offutt, Eighth Grade Arithmetic

If two boys have an eight-gallon can full of milk, how can they divide it equally with a five-gallon can and a three-gallon can?

PUZZLE II

By Helen Offutt, Eleventh Grade Algebra

Three white men and three cannibals wish to cross a stream, but they have only one canoe. All three of the white men and one of the cannibals can row. How can the six men cross the stream?

Cautions: Only two, one rowing, can cross the stream at a time. One white man cannot at any time be alone with two cannibals nor can two white men be with three cannibals.

PUZZLE III

By Russell Culp, Eleventh Grade Algebra

A brakeman, fireman, and engineer are employed on a train. Their names are Robinson, Smith, and Jones, not respectively. On the same train are three passengers with the same names, Robinson, Smith, and Jones, hereafter referred to as Mr. to distinguish them from the three trainmen.

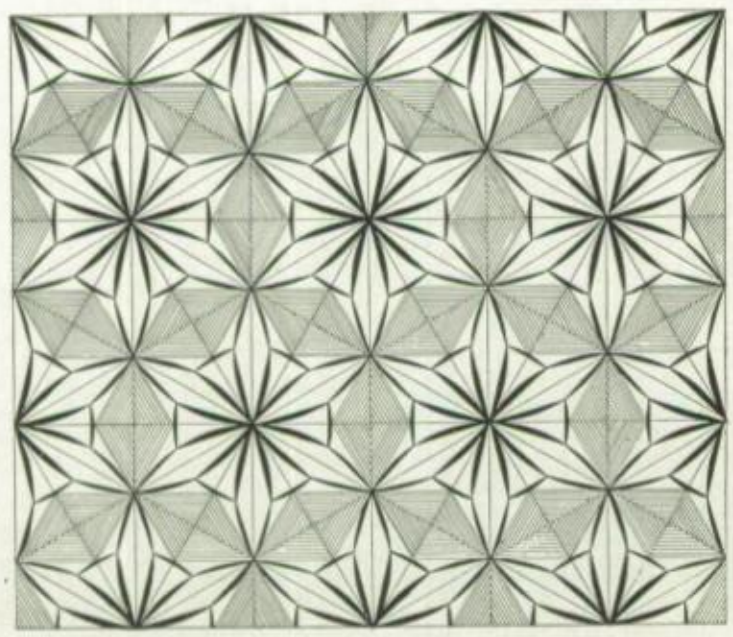
1. Mr. Robinson lives in Detroit.
2. The brakeman lives half way between Detroit and Chicago.
3. Mr. Jones earns exactly $2,000 a year.
4. Smith beat the fireman at billiards.
5. The brakeman's nearest neighbor, who is one of the three above passengers, earns exactly three times as much as the brakeman.
6. The passenger who lives in Chicago has the same name as the brakeman.

Problem: What is the engineer's name?

Note: These puzzles are not original, but the solutions are.

Solutions are Found on Pages 118 and 119.

By Murrel Bruce, Twelfth Grade Geometry



This pattern was developed by Murrel Bruce to illustrate the use of geometric principles in commercial art. Murrel used as a unit an original project drawn by Irene Davis, changing it only slightly to adapt it to his purpose.

Many designs used by makers of wall paper, floor coverings, dress materials, and the like, owe their effectiveness to carefully thought out mathematical relations of lines and angles.

An account of an interview with Phillip H. Lord, known as Seth Parker. Mr Lord is a well known radio entertainer.

GLADYS GOULD AND MARY RUTH WEBSTER, ADVANCED JOURNALISM
Given first place in the State Contest

Seth Parker Gives His Idea of Success

Says It Is Doing Everything You Get an Opportunity to Do

ONE MUST HAVE INTEREST

He Urges Students to Take Advantage of All Extra-Curricular Activities of School.

"I think success is doing everything you get an opportunity to do whether you have any need of it at present or not," stated Phillip H. Lord, creator of the Seth Parker Sunday evening broadcasts, and actor of the role of Seth Parker.

"When I was in the glee club in high school I had no idea that I would use music later in life and when I wrote compositions in English I had no idea that I would use them later. Also when I listened to my grandfather tell stories of his experiences I did not suppose I would have any use for them in my work. Take advantage of all extra-curricular activities in school because you never know when they may aid you later," he advised.

Owes Success to Hard Work

"I think opportunity and hard work have made me successful," Mr. Lord continued. "I don't believe a college education is necessary for success, but there is no doubt that it will aid you. You know one may go to England without a ship. However, it would be rather hard to swim.

"Certainly I like my work or I would not be doing it," he enthusiastically replied.

"One of my most treasured experiences was the making of my last picture in Hollywood, 'Way Back Home'. The peculiar part is that it was one of the hardest tasks I ever undertook. It required two hours to make up, every day. It was very hard work, but I enjoyed it," Mr. Lord said. The picture will be released in Kansas City, shortly.

"Ah, the mistakes of youth! That's a corker, but I think they are, not being natural, not saying what you think, and not making use of the opportunities that are before you," he candidly went on.

"About three years ago I was listening to a radio presentation sketch portraying a rural type of people down East. Since I was from Maine I knew many of the phrases they used in the broadcast were not correct. I called the broadcasting station and said so. They asked if I could do any better. I said 'yes' and finally secured a position with that company. That's the way I secured the position I now have."

Acquired Ideas From Grandfather

"Why, it is simple to make my voice like an old man's," he replied to a question. "I simply drop my jaw and speak slowly like this," he demonstrated. "My only trouble is to keep this drawl from becoming a habit."

Mr. Lord was born in Ellsworth, Maine. He listened to his grandfather, a farmer, bargain and dicker with his New England neighbors and many of their native words and customs are used in the broadcasts. The names and manners of the Jonesport neighbors in the broadcasts are characteristic of the country that Mr. Lord knows. They portray in their old-fashioned way meetings around the organ as Mr. Lord knew them. "I believe it is the naturalness of the feature that has made it popular," he said.

After leaving Bowdoin college, Mr. Lord secured a principal's position in a Connecticut high school and later went to New York to try romance writing. He writes skits, many articles for magazines, and plans his radio programs. He possesses an enormous capacity for work. He is married and has two children. Mr. Lord is of athletic type, alert, and emphatic. His kindliness, interest and goodwill seem to radiate happiness to all about him.

When Mr. Lord learned that there was to be an Argentine ball game later, he said, "Ah, football, that's my game. I played when I was in school," and when thanked for the interview, came the reply, "O. K. I wish you luck and hope you win the football game."

Leaving Home

By Betty Madison, Seventh Grade English

The other day I got mad,
And everyone seemed awful bad,
And I was tired of staying home,
So out in the world I went to roam.

I took my clothes and all my toys,
And I said good bye to the girls and boys;
I told them I was going away,
I might come back, but I wouldn't stay.

I told them how sorry they would be,
To think no more they could play with me,
Mother would be sorry when I'm dead,
And wish she had been good to me instead.

But mother helped me pack my grip,
And wished me a very happy trip.
She didn't say she was sorry I was going,
She just went back to finish her sewing.

So I slammed the door and went down the street,
Making all the noise I could with my feet
To show the people that, that very day
I was going far away.

I got as far as a block away,
Then I decided to go back home to stay.
For after all, I think my home
Is the nicest place to roam

Nature

Tonnie Hattley, Ninth Grade English

It is a warm summer day; just an ideal day for a tramp through the woods. Packing a lunch, for we expect to spend the day, we climb into our car and drive to a near-by woods.

As we ramble through the woods, we notice a saucy red squirrel, its lively chatter ringing clearly in the woods. Not far off we hear a bright-colored bluejay who answers back in the same saucy tone. Overhead we see a black flash. What can that be? Then we hear its mocking song of "Caw, caw, caw." What else can it be but a crow? In the distance we see the oriole's nest as it swings serenely in the wind. As we ramble on, a grayish red figure crosses our path. It is a ground squirrel hurrying off to its nest some place in the woods. Faintly we hear the throaty song of the bluebird as it sings to its mate in a near-by tree. At our feet we notice the green moss shading from light green to almost black. What is it that we see in the distance? Is it several new pink flowers burst into bloom? Hurrying to the spot, we find three baby rabbits, their pink noses wriggling delightfully, as if they expected us to bring them something to eat. We do not stop here long, for we have the whole woods to explore.

After eating our lunch, we pass on out of the woods. As we climb into our car, it comes to my mind that we can quote from Browning truthfully: "God's in his heaven; all's right with the world."

THIS IS A LETTER TAKEN FROM DICTATION AND TRANSCRIBED

Argentine High School
Kansas City, Kansas
April 6, 1932

Dear Readers:

This letter is to explain the value of our commercial department and the opportunities it offers.

If a student wishes to enter the business world, it is necessary that he be able to take dictation in shorthand and operate the typewriter. Even if he intends to go to a university, it is always an advantage to do his work on the typewriter. Uusually a theme or paper will secure a better grade if it is typewritten.

In the annual Kansas State typewriting contests, all records of performance are held by Argentine students. In the commercial contests in Pittsburg, Argentine has ranked first each year.

Graduates of the school also have proved equally proficient in the business positions which they have obtained. The commercial department has been one of the most successful in the entire country.

Whether in the business field or college, students find that a knowledge of shorthand and typewriting is a valuable asset to them.

Yours very truly,
The Commercial Department.

GLADYS GOULD, TWELFTH GRADE

Art Design

An original monogram by Karl Berns of the advanced art class. The selection was made from work submitted as a regular class project in letter designing.

By Karl Berns, Tenth Grade Art Class

Bookkeeping

By Paul Fuller, Twelfth Grade Bookkeeping

Systematic bookkeeping was practiced by the ancients prior to the thirteenth century, as learned from the works of Leonardo of Pisa. It is, however, to the Italians, the merchants of Genoa, Florence and Venice, that we are indebted for the best system of today, the double-entry. During the fifteenth century, Luca Pacioli, a Tuscan friar, published a system upon which double-entry bookkeeping is based. From Italy this system spread to the Netherlands, on to England, and then all over the world.

Bookkeeping is necessary because a business should have a systematic record from which the proprietor can obtain desired facts regarding the condition of his business and his financial relations with others. To be of any value in case of a financial dispute, the books must be kept by a standard method. There are two standard methods, the single-entry and the double-entry; the latter is undoubtedly the most efficient for a business of any size.

Double entry is so termed because in the journal, the book of original entry, one account is debited for every transaction recorded, while another account is credited for the same amount. The ledger, the book of final entry, is a book of classified accounts into which are posted the transactions from the journal to the debit or credit of the correct amount.

At the end of the month, the ledger is closed by footing and balancing the accounts, taking a trial balance, making a profit and loss statement, balance sheet, and adjusting and closing entries; then ruling with red ink the accounts which balance. After this a proof trial balance is made of all accounts which remain open.

A trial balance is a summary of the debit and credit balances of all accounts in the ledger. The profit and loss statement contains items of income and expense, from which we find the cost of merchandise sold, gross profit and net profit. The balance sheet contains the asset and liability items from which we ascertain the proprietary interest or worth of the business. Adjusting and closing entries are made to balance the merchandise accounts, namely: Purchases, sales, profit and loss expense, inventory accounts, and other income accounts.

My Life

By Verda Bell, Seventh Grade English

My life, now what do I want to be?
A poet, no, that wouldn't be for me.
I think, I don't know, now let me see
A music teacher, that's it, that's what I want to be!

To sit at the piano and play or sing
To hear the music around me ring
And to direct an orchestra class that's the thing
That's what I want to be!

To make the class say do-re-mi
Or to hear them say a-b-c-d-e-f-g
As in music a soothing melody ;
Now I know that's what I want to be

I'd like to count the time 1-2-3-4
And then say play it over just once more
Until my pupil made a perfect score
A music teacher that's what I want to be.

Starlight

By Dorothy Harris, Ninth Grade English

When day is done, the sun has gone to rest,
Then comes the time I always love the best.
The twinkling stars come peeping slowly out,
The silvery moon lets forth a silvery shout!
Blue skies of day are now a dusky hue
Bringing dreams of days to come, to you.
The dew has mistified the grass and trees
Then comes the soothing, cooling evening breeze
As I lie 'neath the dusky sky it seems
My reveries mingle with the starry beams.
The moths it seems are fairies gliding by
Could never match the stars up in the sky.
The stars go twinkling through the long enchanted night.
Shrouding things in robes of misty light.
Things we call commonplace by day
Are things enchanted by the silvery ray.
But alas, all things can never last!
For in the east there is a rosy cast.
The stars of night so gently fade away
The sun hails another new-born day.

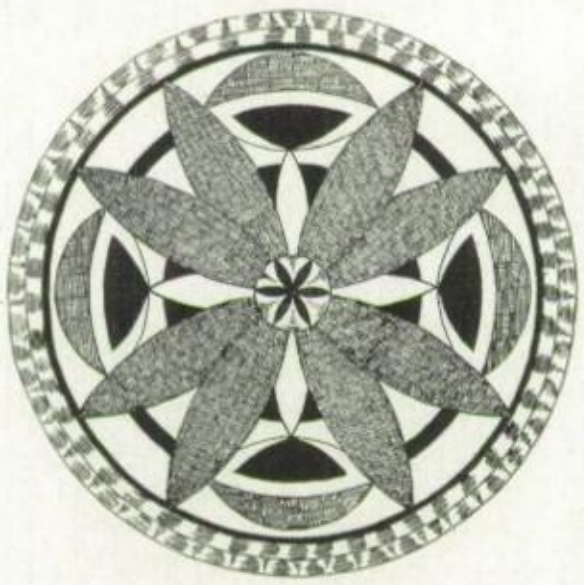
Street Costume

By Eleanor Smith, Twelfth Grade Clothing

Every member of the advanced clothing classes was asked to make an original design of a street or afternoon dress. From designs submitted by sixty girls in the three classes, this original design made by Eleanor Smith was chosen by the instructor to represent the clothing classes in the creative work section.

The design is a two-piece dress which can be worn with or without the jacket. With the jacket it makes a neat street costume, and without the jacket makes a smart sport dress. It is a design for cotton material such as mesh weaves, shantung, linen, or silks, either plain crepe or print.

Geometric Drawing



By Bessie Purinton, Seventh Grade Arithmetic

This pen and ink drawing was made entirely with a compass by a student from the seventh grade arithmetic class after three days of instruction on how to use a compass.

This design is based on circles and was chosen from 140 original geometric drawings.

History

HOW GERMANY WAS UNIFIED

By Julius Millert, Tenth Grade

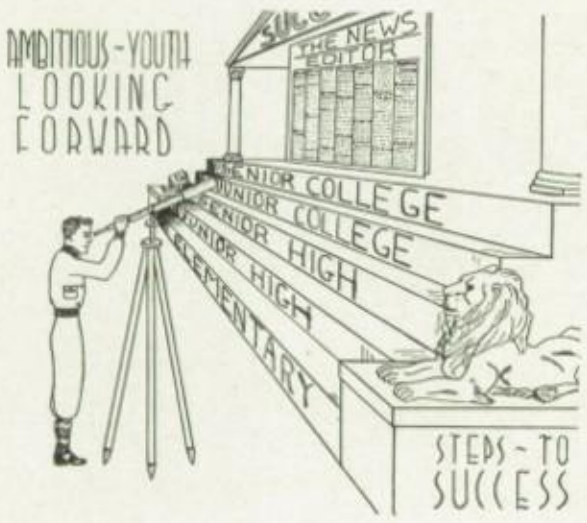
In 1867 a man by the name of William I bought a car named Germany. He was well pleased with the car but he could not drive it very well. After a few days he decided to hire a chauffeur. He found a good one by the name of Bismarck. The new chauffeur had a hard time with the car at first. He complained about the confederation gas his master used and decided to try zollverein gas and found it worked much better. One day the car ran out of gas and Bismarck had to push it to a filling station where he bought unification gasoline for a change and found it worked best of all in his Germany. A little later a man by the name of William II came into possession of the car. He was able to drive it himself and since it was operating smoothly on unification gas he decided to discharge the chauffeur, Bismarck, whom he did not like very well.

Of course the car had some wrecks. Once in 1870 it crashed into a French car and demolished it. In addition to this hard luck the owner of the French car had to pay heavy damages and then Germany was fixed to run better than ever before. Its speed and power were the envy of everyone who saw it. In 1914, however, in a second crash with the French car (and others in a traffic jam) the old Germany was well nigh ruined. William II, the owner, did not even bother to have his car towed in. It was claimed by Von Hindenburg who towed it to a garage for repairs.

It is still running, after a fashion, but much of the damage is beyond repair.

Youth Looking Forward

By Edwin Browne, Tenth Grade



In the vocations classes the students were asked to make posters showing the type of work they would like to be doing ten years hence. The poster was to show the steps necessary in attaining that goal.

The steps in education as an important and quite necessary factor to be mastered before full realization of one's ambition, carry out further the year's project, "Looking Forward."

Social Science Report

The purpose of this study was to find the average yearly income of one hundred families in the Argentine district representing, as nearly as possible, every wage group, from highest to lowest. The first step in the survey was to make a selection of occupations that would represent every occupational group. The next step, of course, was the actual questioning of the people.

In general, this was not so difficult as one might think because after my explanation of the purpose of the survey was given and a guarantee made that no names would be used, the people were usually willing to cooperate. There were some exceptions, however. There were at least twenty cases in which the people interviewed would not cooperate and some of them were offended to the point of strong language. The difficulty of understanding a foreign language delayed the survey for about twenty minutes when I tried to explain to a Mexican section hand what was wanted. Finally, however, the matter was understood and a smile of relief broke over the Mexican's face as he replied in the native tongue, "Quien Sabe."

I visited every part of town in my quest for information; from the mayor's pretentious home in a very beautiful section of the city to the box car home of the section hand. Approximately 175 people of all nationalities and occupations were interviewed with the results nearly 90 per cent perfect.

I worked nearly 21 hours in all to get these figures and enjoyed the experience fully. If the figures themselves are of no value whatsoever I shall still consider my experiences in close contact with a large number of people as the most valuable part of the work. The total yearly income of the 100 persons interviewed was $169,002.74. The average yearly income was $1,690.03. Forty-eight per cent of these incomes are $1,690 or more while fifty-two per cent of the incomes are less than this amount.

FOUR PERSONS IN EACH OCCUPATION

OCCUPATION	I.	II.	III.	IV.
Teachers	$1,848.00	$1,968.00	$2,234.00	$2,400.00
Mechanics	500.00	900.50	1,795.48	2,000.76
Common Laborers	1,093.00	1,421.00	1,509.00	1,595.00
City Employees	1,280.00	4.500.00	3,600.00	3,000.00
Street Car Employees	1,418.34	905.20	1,764.24	821.76
Railroad Employees	1,800.00	1,040.00	2,085.76	1,700.00
Bookkeepers	1,500.00	1,700.00	1,450.00	2,000.00
Printers	1,820.00	1,700.00	1,940.00	1,600.00
Blacksmiths	1,200.00	1,076.50		
Business Men	4,000.00	2,500.00	1,400.00	3,294.00
Cooks	1,800.00	1,350,00	3,000.00	2,300.00
Factory Workers	520.00	780.00	822.00	900.00
Shoe Shop Owners	1,700.00	1,434.00	908.00	1,240.00
Carpenters	1,500.00	912.00	1,300.00	2,200.00
Physicians	1,534.24	3,948.76	5,428.10	4,000.00
Salesmen	2,400.00	1,149.00	1,750.50	859.00
Architects	2,500.00	3,045.00	1,950.00	2,765.00
Soap Factory Employees	1,126.00	1,214.00	908.00	1,425.00
Pool Hall Operators	1,200.00	800.00		
Steel Plant Employees	1,560.00	1,900.00	2,000.00	1,200.00
Truck Farmers	876.50	321.50	500.00	1,100.40
Owners of Trucks for Hire	2,200.00	1,050.00	300.00	705.00
Government Employees	1,820.00	2,300.00	2,000.00	3,000.00
Barber Shop Owners	1,045.00	900.00	1,400.00	1,100.00
Grocery Store Owners	1,700.00	900.00	2,400.00	1,300.00
Miscellaneous Clerks	1,000.00	845.00	1,100.00	1,400.00

This project is one of many investigations made by members of the social science class this year to get profitable information concerning social and economic conditions of the community.

EARLE GRAY, TWELFTH GRADE SOCIAL SCIENCE

Santa Fe Trail Records Are Brought to Light

This article on "Santa Fe Trail Records", written by Jerome Martin of the advanced journalism class, was awarded first place in the historical article division of the National Scholastic Awards contest. A prize of ten dollars accompanied the award and the article was reprinted in the April 30th issue of the "Scholastic" magazine.

Although the Santa Fe Trail from the Missouri River to Santa Fe has been marked by monuments all along the route, there yet remain controversies as to whether or not some of them are in the right place. Memory had to be trusted. Wagon bosses were found who had freighted along it, and their word was worth having, but if they had gone to the late chief of detectives, Edward Boyle, who before becoming chief of detectives was on duty at the union station, they would have received accurate information. Not that Mr. Boyle ever walked along with covered wagons, but his father did. Con Boyle, the father, was a wagon boss for several of the regularly established companies, each of which followed a charted route.

Worked Once At Union Station

Edward Boyle having been employed in the railway station, knew every stop between here and the coast, no matter what line it might be on. He was a perambulating unofficial information bureau, but if he were asked where Black Jack, Station 110, Wacherrie or any of the old Santa Fe Trail points near here are or were, he had to go home and look at his father's "distance card". He possessed the only one known to exist, excepting one which is in the Archives of the government at Washington. It is framed and hangs on the wall. Beside it there is a Santa Fe railway time card, but the two are not much alike. The railway time card has hours printed on it. The card Wagon Boss Con Boyle moved by, made no attempt to detail time of departure and arrival. Sometimes he made the journey in sixty days. Sometimes it took twice as long. All depended on the weather, the way the cattle stood the journey, and accidents. Then too, sometimes a cavalry detachment would gallop up and order the wagon boss to remain where he was until an argument with marauding Indians had been settled amicably or otherwise. Time meant next to nothing to the freighters. Freighting was costly, and step by step, instead of mile, charges were reckoned.

The rare old distance card shows there were seventy-four places between Kansas City and the end of the trail at which freighters had to stop.

Some Stops Were Water Holes

Few of them were towns or villages. Some of them were water holes. All of them were freighting points, however.

According to Dr. Johen Locke and W. Wrightson, who measured the distance for the rate clerk of the old Santa Fe Trailers, it was exactly 842 miles from Kansas City, to Santa Fe the way the ox trains stepped it off.

"Father never would talk much about his freighting days," said Mr. Boyle to his interviewer. "I asked him several times why he had some trick marks on his distance

card which he used to sit and look at so often. He told me that he had had trouble at two of them and there was a grave at another, but he never said what the trouble was. He told about the grave though."

The reason that the elder Boyle spoke of the grave was that two rather wealthy women came out from Philadelphia about twenty-five years ago and sought Wagon Boss Boyle. They wanted to know where their brother's body was buried. There had been a brush with some Indians near old Fort Machey, and one of Boyle's men was killed.

He was buried "a piece off the trail" so as not to be disturbed, and bearings were taken from some hillocks. A wooden cross was erected and some rocks were put on top of the grave to protect it.

The sisters told Mr. Boyle they wanted to remove the body of their brother to a cemetery, but Mr. Boyle said he was sure they could not.

When they went to the place indicated on the card they could not even find the locality. Sand storms quickly changed the surface of the ground in that sandy country.

Had Fifteen Wagons In Train

"Father had about fifteen wagons in his train," said Mr. Boyle. "He worked five span of oxen in each string. Oxen were better than horses or mules because they could forage. All they needed was grass. Horses had to have grain, and the wagons were too full and too heavy to allow any feed to be carried.

"The oxen were easier on their shoes, too. It took eight shoes for a critter, father would explain to me. Cattle are cloven-hoofed and it took two shoes for each foot. These had toes and caulks on them, one caulk, or heel, on the inside of the shoe. He had to take a farrier with him and besides the ten oxen under the yokes, the train had to take along a herd of half as many replacements.

Walking Easier Than Riding

"Everybody walked. It was too tiresome to ride, as they did only from ten to twelve miles a day. Twenty had been done, but the oxen did not like it. Father used to say you cannot reason with an ox team. There are too many of them in the string and all of them think differently. His business was to get the train through as fast as possible and as safe as possible.

"But," said Detective Boyle, "everybody interested knows all about freighting. They do not know anything about this card, unless they have been allowed to see the other Locke and Wrightson card in Washington. Some day," the son of the old wagon boss went on, "I think I will get in a motor car, set the speedometer and go over the trail with one of the few remaining freighters we have around here. If he gets to arguing I will pull this distance card on him and he will have to think my way or I will know he has forgotten a lot."

Looking Forward

(A FANTASY)

By Edith Huyck, Tenth Grade

Oh, what shall I write on the topic, "Looking Forward?" I'm supposed to have it for tomorrow, and if I don't hurry, it will be bedtime.

I should like to go to an art school and learn to paint beautifully. I should like to learn the secrets of painting that the old masters used.

It is a balmy spring day. At least it would be in the country, but here in New York where I have just gotten off the train, there are few signs of spring.

I walk along the streets looking for a cheaper eating house after having left my things in my hotel room that I have found very nice because it overlooks a small park.

I have come here to learn more of painting and to study the old masters.

Today as I walked from the hotel I noticed someone looked intently at me. A young man of perhaps twenty-five with rather long wavy dark hair. Maybe it was because I am interested in art but I at once thought he was a musician or perchance a painter like myself.

As I walked farther, someone—the same young man rushed up beside me and seized my arm, shouting excitedly, "Ah, Miss, your hair!"

I thought something had happened to my hair. Perhaps it had turned red or green over night. I had heard of such things. My hand shot up to my hair and I said shakily, "Isn't it the right color, sir?"

"Ah, it is just perfect, Miss, for that picture of St. Thomas's ghost, in the village churchyard. Why I've been looking for that type of hair for months. You can make money with that kind of hair."

I didn't quite understand this jumbled speech, but I soon learned. It seemed that he was an artist and had been painting a modernistic picture that included a ghost, a witch and some startled village people standing in a churchyard. He had all the characters except the witch painted already.

"I could not mix the right colors for the hair of the witch," he exclaimed, "but when I saw your hair, the color—a sort of sandy—redish-bluish—and the way it stands straight up—ah, it is just as the hair of a witch should be."

I did not quite know whether he was joking or really meant it. I decided upon the latter and promised to come to see the finished work, although I was rather angry with his opinion of my hair which I had always thought a pretty brown and well behaved.

I went to see it, and as I looked at the horrid witch, someone entered the room. I had a sudden frightened feeling that some one was pursuing me, intending to kidnap me. Somehow I could not run or even scream as I still gazed at the horrid witch.

Someone grabbed me and started shaking me—.

"Jane," exclaimed my mother, "aren't you ever coming to bed? It's ten-thirty.

"What! Have I been asleep?" I cried.

And not a line written.

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SOLUTION I

1. They filled the three-gallon can out of the eight-gallon can.
2. They poured the three-gallon can into the five-gallon can.
3. They refilled the three-gallon can out of the eight-gallon can.
4. They filled the five-gallon can from the three-gallon can. That left one gallon in the three-gallon can.
5. They poured the five gallons into the eight-gallon can.
6. They poured the one gallon into the five-gallon can.
7. They filled the three-gallon can out of the eight-gallon can, leaving four gallons in the eight-gallon can.
8. Then they poured the three gallons into the five-gallon can, making four gallons in it.

—LYLE OFFUTT.

SOLUTION II

Let the cannibal who can row be called A.

1. A crosses with one of the other cannibals.
2. A returns and takes the other cannibal across.
3. A returns, then two white men cross.
4. One white man returns with one cannibal.
5. A crosses with one white man.
6. A white man returns with the cannibal who cannot row.
7. The two other white men cross.
8. A returns for one of the cannibals.
9. A returns and brings the other cannibal across.

—HELEN OFFUTT.

SOLUTION III

Smith beat the fireman at billiards, so the fireman cannot be named Smith. The brakeman's nearest neighbor earns exactly three times as much as the brakeman. Therefore his nearest neighbor could not be Mr. Jones, who earns exactly $2 000 a year; $2,000 is not divisible by three an even number of times. Nor could his nearest neighbor be Mr. Robinson, because Mr. Robinson lives in Detroit, while the brakeman lives half-way between Detroit and Chicago. So Mr. Smith is the brakeman's nearest neighbor. One of the passengers lives in Chicago (statement 6). As Mr. Robinson lives in Detroit and Mr. Smith between Detroit and Chicago, Mr. Jones lives in Chicago. Therefore the brakeman's name is Jones, because the brakeman has the same name as the passenger who lives in Chicago (Mr. Jones). Then the fireman's name cannot be Jones. This leaves only Robinson for the fireman's name. Then the engineer's name is Smith, because the brakeman's name is Jones and the fireman's name is Robinson, leaving the name Smith for the engineer.

—RUSSELL CULP.

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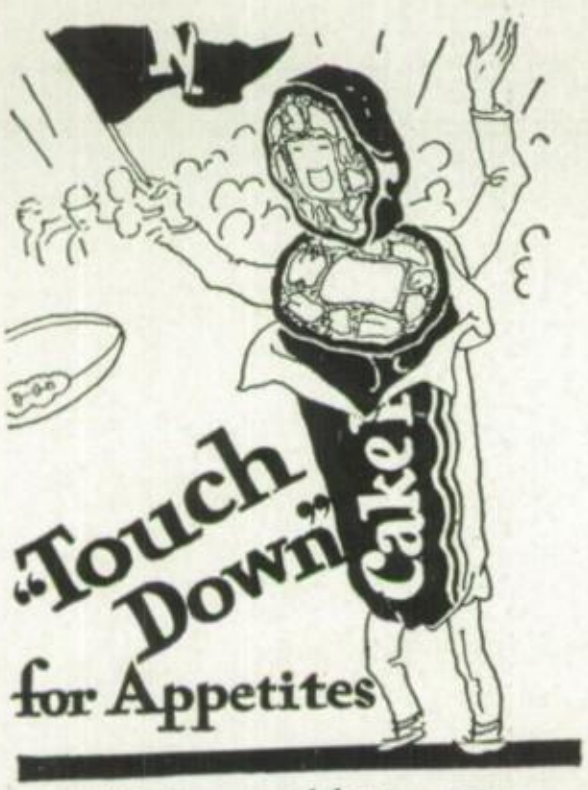

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Jokes

Charles C. (absent-mindedly): What day will music week be on?

Miss Dunmire (giving an example of unethical advertising): Special cut rates on appendicitis operations.

Miss Simon (in advanced algebra): I'm going to give you students a test on imaginary numbers.
Russel C.: Why not an imaginary test of numbers?

Miss Luce (in American history): Happy is the country that has no history.
Fred M.: You mean happy is the class whose country has no history.

Clayton C. (taking pictures for the annual): Here boy, put this tie on.
Small junior high student: What shall I do with it?
Clayton C.: Wrap it around your neck.

Miss Taylor to Charles C.: Charles, if you knew how good looking you are when you study, you'd study all the time.

Miss Barnes (in dramatics): Ralph, what are you doing in dramatics class with gum?
Ralph A.: Just chewing it.

Miss Simon (in algebra): What is one-half times one-half?
Class: One-fourth.
Junior H.: Didn't you know that?

Leo W.: What did you put on your "Looking Forward" poster that you would be doing ten years from now?
Dorothy A.: Nothing—I haven't—
Leo W.: That's exactly what you'll be doing.

Mr. Swender (at Community banquet looking at a piece of cocoanut cake): I'm not going to eat this cake, I'm going to wear it.

Girl passing in hall: I'm going to let my hair grow this winter and then get a feather stitch in the summer.

Filling out an application: Parents' names—"Father and Mother."

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